

Digging Deep, Aiming High!

Individuality, Kindness, Pride, Equality, Integrity, Resilience

Subject Progression Map

In EYFS, children have access to the outdoors throughout the day where there are different areas of provision to support them in physical development, moving and handling and health and self-care. Enhancements are made to provision throughout the term to allow different challenges to the children. In Nursery, there is also an indoor movement area which further supports the child's development. Children in reception begin PE in the summer term and play simple games with different equipment allowing them to further work on the movement skills.

Linked to PSHE, pupils develop an understanding of why we need to exercise and across school, pupils are involved in physical activities every day.

Skills progression - areas highlighted are agreed end of phase outcomes across the BLP PE leaders.

			Subject	Area - PE - Dance			
Intent	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills / Knowledge From NC	Explore and copy basic body actions and rhythms. To be able to negotiate space confidently, using appropriate strategies. To be able to use their bodies to imitate motifs from stories and topics such as animals, trees, etc To begin to respond with their bodies to different types of music. 30-50 months Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. Can stand momentarily on one foot when shown 40-60+ months Experiments with different ways of moving. ELG Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.	Demonstrate 2 different jumps. Demonstrate 3 travelling actions. Hold 3 different balances. Copy a dance pattern Remember a simple phrase with support Create own actions. Perform simple actions with support. Dance alongside others. Perform to music. Identify different jumps Identify something I liked.	Demonstrate a range of jumps. Demonstrate a range of travelling actions. Demonstrate coordination. Copy and remember a simple phrase or motif. Create a series of actions. Demonstrate spatial awareness (directions). Perform simple actions from memory. Perform using set counts. Perform confidently. Identify a range of jumps and travelling actions. Identify something I liked and explain why. Repeat simple movement patterns with control	Demonstrate all key actions, gestures, travel, jump, turn and stillness. Demonstrate a variety of actions with some control. Demonstrate actions with some coordination and strength. Create a sequence of actions to be performed in unison. I can use my imagination creating original ideas. Perform a variery of actions from memory. I can perform using spatial awareness. Perform in time with others. Name key actions. Identify something that needs to be improved and explain why with support.	Control the majority of key actions. Demonstrate the variety of key actions showing co-ordination and strength. Create a sequence of actions using cannon. Create a sequence using different dynamics. Create actions using different stimuli. Perform competently with an awareness of audience. Perform using a variety of styles. Understand that dance has a structure - beginning, middle and end. Use dance vocabulary to identify strengths and weaknesses and suggest improvements. Move in time when performing short sequences Choreograph short sequences using mirror, canon and unison	Demonstrate all key actions with control and strength, Attempt more complex actions using flexibility and balance. Create a sequence of actions using change in formation and level. Choreograph dances that communicate feelings and emotions. Perform with confidence with audience awareness. Perform in more than 1 style of dance. Perform with expression. Evaluate a performance using key vocabulary and giving suggestions on how to improve without prompting.	Competently demonstrate all key actions with strength and stamina. Repeatedly demonstrate more complex actions with flexibility and co-ordination. Create movement demonstrating changes in rhythm, speed and formations. Create a dance showing awareness of all aspects of choreography (unison, cannon, spatial awareness etc) Perform confidently to a range of audience with expression and focus. Perform confidently in a range of styles being aware of dynamics. Completely evaluate a performance. Perform and choreograph small group sequences Choose when to use skills and techniques including mirror, canon, unison to make sequences have impact

	Invasion based in KS2								
Entent	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6		
Skills / Knowledge From NC	Develop basic sending and receiving techniques. Use ball skills in game based activities Aim a variety of balls and equipment accurately. Time running to stop or intercept the path of a ball. Begin to use balls or other equipment co-operatively with a partner. Be able to control a ball within a game setting Use hands to control a ball within a game setting Use hands to control a ball 22-36 months Kick a large ball 30-50 months Can catch a large ball. 40-60+ months Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. ELG Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.	Skills Use hands to control a ball with increasing accuracy Throw underarm and overarm. Catch and bounce a ball. Practise accurate throwing and consistent catching. Travel with a ball in different ways. Travel with a ball in different directions Perform actions using some coordination and some control. Application Show some control of a ball within a game setting Use rolling skills in a game. Pass the ball to another player in a game. Use kicking skills in a game Move at different ways of travelling in different directions of pathways. Begin to use space in a game. Participation Use simple rules to play team games. Participate in a game with an opposing side Be able to play a game following a set of rules Begin to use the terms attacking and defending. 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. Evaluation Watch and describe performances. Say how something could be improved.	Skills Use hand-eye coordination to control a ball. Catch a variety of objects Throw balls over different distances. Pass the ball in different ways. Throw, catch and bounce a ball with a partner. Kick and move with a ball. Bounce and move with a ball. Bounce and move with a ball. Develop catching and dribbling skills. Use both hands and feet in order to control a ball. Perform actions with increasing control and co-ordination. Application To vary types of throw in a game. Use dribbling skills in a game Use different ways of travelling at different speeds and different directions. Change speed and direction whilst running. Begin to choose and use the best space in a game. Participation Participate in a game with an opposing side Control a ball within a game setting Play a game with a set of rules Play as part of a team Cooperate with team mates & work as a team in order to score goals/points Use at least 1 technique to attack or defend. Understand the importance of rules. Evaluation Use what they see to improve their own performance. Discuss differences between their own and others work. Catch Throw accurately underarm	Skills Perform a range of actions, maintaining control of the ball Perform a range of actioning and gathering skills with control. Catch with increasing control and accuracy. Develop the quality of their actions. Perform learnt skills with control and confidence. Develop a safe and effective overarm throw. Application Choose the correct skills to meet a challenge. Find a useful space and get into it to support teammates. Pass the ball in different ways in a games situation. Participation Participate in team games Be aware of others when playing games. Apply skills and tactics in small-sided games. Begin to understand and apply the principles of invasion games. Identify and follow the rules of games fairly. Choose and use simple tactics to suit different situations React to situations in ways that make it difficult for opponents to win. Know how to keep and win back possession. Evaluation Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.	Skills Catch with one hand Develop different ways of throwing and catching. Move with the ball using a range of techniques and showing control. Perform and apply skills with control and accuracy. Application Be aware of space and use it to support teammates and cause problems for the opposition. Move to find a space when they are not in possession during a game. Pass the ball with increasing speed and accuracy in a game. Make the best use of space to pass and receive a ball. Participation Participation Participate in team games Develop simple tactics for attacking and defending Play competitive games, modified where appropriate. Compete in a range of increasingly challenging situations Occasionally help the team to keep and win back possession of the ball. Use a range of attacking and defending skills and techniques in a game. Vary the tactics used. Adapt rules to alter games. Evaluation Watch, describe and evaluate the effectiveness of performances, giving ideas for improvement. Modify their use of skills to achieve a better result. Catch and pass on the move Throw accurately over distance using an overarm	Skills Use a number of techniques to pass, dribble and shoot. Consolidate different ways of throwing and catching. Use ball skill sin various ways and begin to link together. Consistently perform and apply skills with accuracy and control. Application Pass in different ways Consolidate different ways of throwing and catching and know when to use each in a game. Use different ways of dribbling in a game. Pass a ball with speed and accuracy using appropriate techniques. Show an increasing awareness of space. Shoot in a game, Know when to pass and when to dribble. Participation Keep and win back possession of the ball. Vary tactics and adapt skills according to what is happening Choose the best tactics for attacking and defending. Gain possession by working as a team Choose the best tactics for attacking and defending. Gain possession by working as a team Choose the best tactics for attacking and defending. devise and adapt rules to create their own games. Have a strong understanding of tactics in team games. Evaluation Choose and use criteria to evaluate own and others' performances. Explain why they have used a particular skill and the effect it had on their performance.	Skills Throw and catch accurately. Show confidence in using ball skills in various ways and link these together, Perform and apply a variety of skills and techniques confidently, consistently and with precision. Application Use skills accurately in a game when under pressure. Choose and make the best pass in a game situation and link a range of skills together. Demonstrate a good awareness of space. Participation Explain complicated rules Make a team plan and communicate it to others. Lead others in a game situation. Keep and win back the possession of the ball effectively and in a variety of ways in a team game. Think ahead and create a plan of attack or defence. Apply knowledge of skills for attacking and defending. Follow and create complicated rules to play a game successfully. Communicate plans to others during a game. Lead other during a game. Have a strong understanding of tactics. Evaluation Develop an understanding of how to improve in different physical activities and sports. Thoroughly evaluate their own and others work, suggesting thoughtful and appropriate improvements. Catch and pass accurately in competitive games Make good passing choices in competitive games		

Intent	r . I iii .			Net and Wall & sticking and fielding based in KS2								
	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6					
Knowledge From NC	Be able to control a ball within a game setting Use hands to control a ball Develop basic sending and receiving techniques. Use ball skills in game based activities Aim a variety of balls and equipment accurately. Time running to stop or intercept the path of a ball. Begin to use balls or other equipment co-operatively with a partner. 22-36 months 30-50 months Can catch a large ball. 40-60+ months Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. ELG Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.	Skills Strike with a racket or bat. Practise basic striking, sending and receiving. Begin to control a ball or other object using a bat or racket. Use hands to control a ball with increasing accuracy Throw underarm and overarm. Catch and bounce a ball. Practise accurate throwing and consistent catching. Perform actions using some coordination and some control. Application Show some control of a ball within a game setting. Use hitting skills in a game. Use throwing and catching skills in a game. Use rolling skills in a game. Pass the ball to another player in a game. Move at different speeds. Begin to use space in a game. Begin to use fielding skills in a game. Participation Use simple rules to play team games. Participate in a game with an opposing side Be able to play a game following a set of rules Play a game fairly and in a sporting manner. Evaluation Watch and describe performances. Say how something could be improved.	Skills Use hand-eye coordination to control a ball. Develop control when using a bat or racquet with a ball or object. Begin to send an object to a partner and wait for a return (using a bat or racquet). Catch a variety of objects Throw balls over different distances. Pass the ball in different ways. Throw, catch and bounce a ball with a partner. Develop catching skills. Perform actions with increasing control and co-ordination. Strike or hit a ball with increasing control. Position the body to strike a ball. Application To vary types of throw in a game. Use different ways of travelling at different speeds and different directions. Change speed and direction whilst running. Begin to choose and use the best space in a game. Use fielding skills to play a game. Participate in a game with an opposing side Control a ball within a game setting Play a game with a set of rules Play as part of a team Cooperate with team mates & work as a team in order to score goals/points Understand the importance of rules. Evaluation Use what they see to improve their own performance. Discuss differences between their own and others work.			Skills Consolidate different ways of throwing and catching. Use ball skills in various ways and begin to link together. Consistently perform and apply skills with accuracy and control. Use different techniques to hit a ball. Identify and apply techniques for hitting a tennis ball or shuttle cock. Explore when different shots are best used. Develop a backhand technique and use it in a game. Practise techniques for all strokes. Play a game using an overhead serve. Application Pass in different ways Consolidate different ways of throwing and catching and know when to use each in a game. Pass a ball with speed and accuracy using appropriate techniques. Show an increasing awareness of space. Participation Vary tactics and adapt skills according to what is happening Choose the best tactics for attacking and defending. Devise and adapt rules to create their own games. Have a strong understanding of tactics in team games. Evaluation Choose and use criteria to evaluate own and others' performances. Explain why they have used a particular skill and the effect it had on their performance.	Skills Throw and catch accurately. Show confidence in using ball skills in various ways and link these together, Perform and apply a variety of skills and techniques confidently, consistently and with precision. Hit a bowled ball over longer distances. Use good hand-eye coordination to be able to direct a ball when striking or hitting. Understand how to serve in order to start a game. Application Use skills accurately in a game, when under pressure. Choose and make the best pass in a game situation and link a range of skills together. Demonstrate a good awareness of space. Control movement with a ball in opposed situation Explain complicated rules Make a team plan and communicate it to others. Lead others in a game situation. Think ahead and create a plan of attack or defence. Follow and create complicated rules to play a game successfully. Communicate plans to others during a game. Lead other during a game. Have a strong understanding of tactics. Evaluation Develop an understanding of how to improve in different physical activities and sports. Thoroughly evaluate their own and others work, suggesting thoughtful and appropriate improvements.					

Intent	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills /	22-36 months	Locomotion	Locomotion	Locomotion	Locomotion	Running	Running
Knowledge	Run safely on whole foot	To travel in different ways, showing clear transitions	Skip with a rope varying the type of skip.	Link running and jumping activities with some fluency,	Co+++mbine running and jumping activities with improved control.	Accelerate from a variety of starting positions and select	Recap, practise and refine an effective sprinting technique,
_	Climb confidently on	between movements	Gallop, side gallop	control and consistency.	Running	their preferred position.	including reaction time.
From NC	equipment	Move with control and care.	Hurdle a small obstacle and	Running	Confidently demonstrate an	Identify their reaction times	Build up speed quickly for a sprint finish
		To travel in different directions (side to side, up and down) with	continuing moving afterwards.	Identify and demonstrate how different techniques can affect	improved technique for sprinting. Carry out an effective sprint	when performing a sprint start. Continue to practise and refine	Run over hurdles with fluency,
	30-50 months	control and fluency.	Running Run at different paces,	their performance. Focus on	finish.	their technique for sprinting,	focusing on the lead leg technique and a consistent stride pattern.
	Move freely and with	To develop balance, agility and	describing the different paces.	their arm and leg action to	Perform a relay, focusing on the	focusing on an effective sprint	Accelerate to pass other
	pleasure and confidence	co-ordination.	Use a variety of different stride	improve their sprinting technique.	baton changeover technique. Speed up and slow down	start. Select the most suitable pace for the distance and their	competitors.
	in a range of ways, such	Stop on command Explore footwork patterns.	lengths. Travel at different speeds. Begin	Begin to combine running with	smoothly.	fitness level in order to maintain	Work as a team to competitively perform a relay. Confidently and
	as slithering, shuffling,	Begin to hurdle small objects.	to select the most suitable pace	jumping over hurdles. Focus on	<u>Jumping</u>	a sustained run. Identify and	independently select the most
	rolling, crawling, walking,	Running	and speed for distance.	trail leg and lead leg action when	Learn how to combine a hop, step	demonstrate stamina, explaining	appropriate pace for different distances and different parts of the
	running, jumping,	Vary their pace and speed when running.	Complete an obstacle course. Vary the speed and direction in	running over hurdles. Understand the importance of	and jump to perform the standing triple jump.	its importance for runners. Jumping	run.
	skipping, sliding and	Run with a basic technique over	which they are travelling. Run	adjusting running pace to suit	Land safely and with control.	Improve techniques for jumping	Demonstrate endurance and stamina over longer distances in order to
	hopping.	different distances.	with basic techniques following a	the distance being run.	Begin to measure the distance	for distance. Perform an	maintain a sustained run.
		Show good posture and balance. Jog in a straight line. Change	curved line. Be able to maintain and control a	Begin to develop skills for relay races and baton passes.	jumped. Throwing	effective standing long jump. Perform the standing triple jump	Jumping
	40-60+ months	direction when jogging.	run over different distances.	Jumping	Perform a pull throw.	with increased confidence.	Develop the technique for the standing vertical jump. Maintain
	Jump off an object and	Sprint in a straight line. Change	Jumping	Use one and two feet to take off	Measure the distance of their	Develop an effective technique	control at each of the different
	lands appropriately	direction when sprinting. Maintain control as they change	Perform and compare different types of jumps: for example, two	and to land with. Develop an effective take-off	throws. Continue to develop techniques to throw for	for the standing vertical jump (jumping for height) including	stages of the triple jump. Land safely and with control.
	Negotiates space	direction when jogging or	feet to two feet, two feet to one	for the standing long jump.	increased distance.	take-off and flight.	Develop and improve their
	successfully when	sprinting.	foot, one foot to same foot or	Develop an effective flight phase	Compete/Perform	Land safely and with control.	techniques for jumping for height and distance and support others in
	playing racing and	<u>Jumping</u> Perform different types of	one foot to opposite foot. Combine different jumps	for the standing long jump. Land safely and with control.	Perform and apply skills and techniques with control and	Measure the distance and height jumped with accuracy.	improving their performance.
	chasing games with	jumps: for example, two feet to	together with some fluency and	Throwing	accuracy.	Investigate different jumping	Perform and apply different types of jumps in other contexts.
	other children, adjusting	two feet, two feet to one foot,	control.	Throw a variety of different	Take part in a range of	techniques	Set up and lead jumping activities
	speed or changing	one foot to same foot or one foot to opposite foot. Perform a short	Jump for distance from a standing position with accuracy	objects. Throw with greater control and	competitive games and activities. Evaluate	<u>Throwing</u> Perform a fling throw. Throw a	including measuring the jumps with
	direction to avoid	jumping sequence.	and control. Investigate the best	accuracy.	Watch, describe and evaluate	variety of implements using a	confidence and accuracy. Throwing
	obstacles.	Jump as high as possible. Jump as	jumps to cover different	Show increasing control in their	the effectiveness of	range of throwing techniques.	Perform a heave throw. Measure and
	Travels with confidence	far as possible. Land safely and with control.	distances. Choose the most	overarm throw. Perform a push	performances, giving ideas for improvements.	Measure and record the distance of their throws. Continue to	record the distance of their throws. Continue to develop techniques to
	and skill around, under,	Work with a partner to develop	appropriate jumps to cover different distances.	throw. Continue to develop techniques to throw for	Improvements. Modify their use of skills or	develop techniques to throw for	throw for increased distance and
	over and through	the control of their jumps.	Know that the leg muscles are	increased distance.	techniques to achieve a better	increased distance.	support others in improving their personal best. Develop and refine
	balancing and	Throwing	used when performing a jumping	Compete/Perform Perform learnt skills and	result.	Compete/Perform Consistently perform and apply	techniques to throw for accuracy.
	climbing equipment	Throw underarm and overarm. Throw a ball towards a target	action Throwing	techniques with control and		skills and techniques with	Compete/Perform
	chilibing equipment	with increasing accuracy.	Throw different types of	confidence.	Sprint 100m	accuracy and control. Take part	Perform and apply a variety of skills and techniques confidently,
	ELG	Improve the distance they can	equipment in different ways, for	Compete against self and others	Run continuously for 10 minutes	in competitive games with a	consistently and with precision.
	Children show good	throw by using more power. Compete/Perform	accuracy and distance. Throw with accuracy at targets of	in a controlled manner. Compete in mini competitions	Run and jump from one foot to two feet	strong understanding of tactics and composition.	Take part in competitive games with a strong understanding of tactics
	control and co-ordination	Begin to perform learnt skills	different heights. Investigate	recording scores.		Evaluate	and composition.
	in large and small	with some control. Engage in	ways to alter their throwing	Evaluate		Choose and use criteria to	Evaluate Thoroughly evaluate their own and
	movements.	competitive activities and team games.	technique to achieve greater distance.	Watch, describe and evaluate the effectiveness of a		evaluate own and others' performance. Explain why they	others' work, suggesting thoughtful
		Evaluate .	Compete/Perform	performance. Describe how their		have used particular skills or	and appropriate improvements. Sprint 100m with good technique
	They move confidently in a range of ways, safely	Watch and describe	Perform learnt skills with	performance has improved over		techniques, and the effect they	Run competitively in a sprint and
	negotiating space. They	performances. Begin to say how they could improve.	increasing control. Compete against self and others.	time.		have had on their performance.	distance race Combine different jumps such as
	handle equipment and	, oodid iiipi oro.	<u>Evaluate</u>				hop, step, jump
			Watch and describe				
	tools effectively,		performances, and use what they see to improve their own				
	including pencils for		performance. Talk about the				
	writing.		differences between their work				
			and that of others. Sprint 50m				
			Sprint 50m Run continuously for four				
			minutes				
			Land a two footed jump				<u> </u>
			Subj	ect Area - OAA			

	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills / Knowledge From NC		Year 1	year 2	Develop basic pool so Develop travel in ver Develop push and glicaids. Develop entry and ex Develop balance, link Show breath control Tread water. Swim front crawl for Expected outcomes a swim competently, cometres use a range of stroke breaststroke]	afety skills and confidential or horizontal position or horizontal position or kit, travel further, flow activities and travel to the confidential of the confidential	lence in water. sition and introdu n front and back v oat and submerge. further on whole ently over a dista	ce floats. with or without support stroke. nce of at least 25 wl, backstroke and

Subject Area - Fundamental movement skills

Intent	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6		
Skills /	Agility & Co-ordination (Locomot			Ideally, children sho	ould have well develope	d FMS to enable the	em to further develop		
Knowledge	Walking, running, jumping, hopping Force, time, flow	g, skipping, galloping		skills in other activit	ties .		·		
From NC	Move in different ways - walking,	running jumping guickly lowly I	ke a fairy like a aiant like you						
I TOM INC	are happy, sad, legs apart, legs to				Children who are finding elements of activities difficult should be given opportunities to further develop these skills by differentiation in lessons using the				
	Level direction range	J ,		• •	•	•	-		
	Move in different ways - forward	ls, backwards, in a circle, zigzag,	ine, different shapes, like an	STEP procedure (Sp	ace, task, equipment, p	people) or isolated pi	ractice to develop		
	animal, uphill, downhill, in a small :	space not touching anyone, on the	spot, to music	these.		·	·		
	Objects, people, combinations				hroughout KS2 and op	nontunities for multi	مارة النامان		
	Move in different ways - touching			•	•	•	iskilis will also		
	different floor patterns, carrying	g equipment, forwards, backwards	5,	further support the	children in developing	these skills.			
	<u>Balance - Static</u>			These areas should I	be looked at and built	upon when developing	g sessions for a given		
	Landing, body parts, one foot balo	ance co-operative balance beam	bench walk rocking and rolling	cohort.		'	3		
	dodging	ands, so oper anno paranos, poann	zonen mann, roennig and ronnig,	CONOL 1.					
	Jump to land and be still – jump f	orwards, backwards, sideways et	c						
	Balance on lots of different body								
	Balance showing different body p	oositions – wide, narrow etc							
	Balance for 10/20/30 seconds								
	Perform balances at different lev								
	balance on a combination of body Get into balances in different wa								
	Balance with a partner or a group								
	Use balances on apparatus								
	Use equipment whilst balancing -	pick up a hoola hoop, pass a ball a	round, throw and catch a ball						
	with a partner.								
	Perform balances in unison or can	inon.							
	<u>Balance - Dynamic</u>								
	Move in different ways - on a ber		y/hard,						
	Walk forwards, backwards, bend								
	Carry equipment, pick up equipme								
	Dodge to the left and right, forw		o low and low to high						
	Dodge left, right, sideways forwa Dodge objects and obstacles - ro		e cones a person runnina						
	person chasing , through an obsta								
	activities								
	Rock and roll in different ways ar	nd with different shapes – wide, r	arrow, straight line, quickly,						
	slowly, on a mat, on a bench, with	a partner, with apparatus (hoop,	ball), on a slope.						
	Co-ordination - Object Control								
	Vary the force, time and flow of								
	Change the level direction and rai								
	Use different objects, with diffe								
	Roll a ball in different ways, whils Catch objects in different ways,								
	positions.	that are thrown from afferent t	rajectories and in different						
	Kick a ball in different ways and t	for different purposes: aim for d	ifferent targets and avoiding						
	different objects.								
	Trap objects in different ways ar	nd return to a partner.							
	Bounce a ball or object in differe	nt ways.							
	Throw objects in different ways,								
	Strike different objects in diffe	rent ways using different equipm	ent, aiming for targets and						
	towards a partner.								
			Subject Area -	Health and Fitness					

Intent	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills /	Recognise that the	Describe how the	Recognise and	Recognise and	Know and describe	Explain some	Explain how the body
Knowledge	body changes during	body feels when still,	describe what their	describe the short	what an effective	important safety	reacts to different
From NC	exercise.	before, during and	bodies feel like during	term effects of	warm up and cool	principles when	kinds of exercise.
	Use simple words and	after an activity	different paced	exercise on the body	down is, and how to do	preparing for	Explain why we need
	phrases to describe	Show how to exercise	activities.	during different	this safely	exercise.	regular and safe
	how the body feels	safely.	Understand the basic	activities.	Explain why keeping	Explain why exercise	exercise.
	after exercise.	Know and understand	importance of warm	Explain why it is	fit is good for my	is important.	Understand and talk
	Children can briefly	that being active is	up and cool down.	important to warm-up	health.	Choose appropriate	about why exercise is
	talk about ways to	good for the body and	Know and understand	and cool-down.	Describes how the	warm ups and cool	good for health,
	stay safe when being	can be fun.	that being active is	Begin to understand	body reacts during	downs.	fitness and wellbeing
	active.		good for the body and	the importance of	different types of	Organise their own	and how to become
	alil I i i		can be fun.	suppleness and	activity and how this	warm up and cool down	healthier themselves.
	Children begin to understand the		Begin to suggest some	strength	affects the way they	activities, to suit the	Take necessary and
			reasons why being	Begin to improve	perform.	activity. Show a more in-depth	detailed steps to
	importance of healthy eating and exercise.		active is important.	stamina.	Recognise which activities help their	understanding of the	prepare for exercise, using accurate and
	earing and exercise.				speed, strength and	importance of warm	appropriate warm up
					stamina and know	up/cool down and how	and cool down
					when they are	to do this safely.	strategies,
					important in games.	Know and understand	independently.
					Recognise how	the basic principles of	Carry out warm up and
					specific	warming up and why it	cool down exercises
					activities/games can	is important to lead to	confidently and
					affect specific parts	a good quality	accurately supporting
					of the body.	performance.	all parts of the body.
					Know, measure and	Understand and	Understand and
					describe the short	explain why physical	explain the need to
					term effects of	activity is good for	prepare properly for
					exercise on the body	their health and	activities/games and
					,	well-being.	to understand that
						_	preparation may
							differ dependent on
							activity.

		Area Of PE - Dance	
Area of dance	Vocabulary	Definition	Year group
Technique -	Travel	Movement of a person/group of people	
Dance Actions		Could be - run, skip, hop, crawl, walk, creep, slide, shuffle, gallop etc	
	Jump	Push off a surface into the air using both feet	
		Could be - turning, star, tuck, pencil etc	
	Leap	Push off a surface into the air using 1 foot	
		Could be - hop, split leap, stag leap, cat leap etc	
	Turn	Move in a circular direction	
		Could be - spin, roll, pivot, turning jumps, cartwheel etc	
	Gesture	a movement of part of the body, especially a hand or the head, to express an idea or meaning	
		Could be - stamp, wave, punch, reach, nod, shoulder shrug etc	
	Stillness	No movement (or sound)	
		Could be - wait, pause, hold, freeze, suspend	
Technique - Key	Alignment	Correct placement of body	
Physical Skills	Balance	Steady or held position	
	Control	Ability to start/stop movement, change direction and hold shape efficiently	
	Co-ordination	Efficient combination of body parts	
	Extension	Lengthening of one or more muscles or limbs	
	Flexibility	Range of movement within joints involving muscles, tendons and ligaments	
	Posture	The way the body is held	
	Stamina	To maintain physical and mental energy over a period of time	
	Strength	Muscular power	
Choreography	Choreography	The art of creating a dance	
	Motif	A phrase of movement that can be developed	
	Repetition	Performing the same action or phrase again	
	Phrase	A short sequence or linked action	
	Sequence	A set of related movements that follow in an order	
	Directions	Where the movement faces	
	Unison	When 2 or more dancers perform at the same time	
	Canon	Performing the same movements one after the other (like a Mexican wave)	
	Stimuli	Inspiration or an idea for movement	
	Formation	Shapes and patterns – this is the shape or pattern the dancers are stood in, lines, circle	
	Levels	Distance from the ground - low, medium, high	
	Space	A dancer's personal space is the area directly around the body, it can also refer to the space	
		area which is used by a group.	
Performance	Movement	Ability to remember movement	
	memory		

	Spatial	Being aware of surroundings	
	awareness		
	Dynamics	Quality of the actions, strength, speed and flow	
	Timing	Use of counts and time	
	Facial	Showing the mood, feeling and character	
	Expressions		
	Focus	Where the dancers are looking	
Evaluation	Strength	What was good about the performance – this should come from the success criteria and use	
		specific vocabulary from above	
	Improvement	What could be done better next time - this should come from the success criteria and use	
		specific vocabulary from above	

		Subject Vocabulary	
		Area Of PE - Gymnastics	
Area of Gymnastics	Vocabulary	Definition	Year group
Technique -	Shape	The shape that the body makes Could be – tuck, pike, straddle, star, straight, stretch, dish, arch, squat, wide, narrow	
	Balance	Steady or held position Could be – standing, kneeling, front support, back support, alone or with a partner,	
	Contrasting partner balance	Doing a different balance to your partner Combine different elements with your partner - high/low, stretched/curled, different shapes	
	Weight partner balances	Once of the partners holds the weight or some of the other partner	
	Counterbalance	Using the weight of both/all people to create a balance The weights balance each other	
	Group formation	The way the group is stood, doing the action or the balance – circle, line, back to back etc	
	Travelling	Movement of a person/group of people Could be - run, skip, hop, walk, gallop, hop, hopscotch, bunny hop, front support walk,	
	Chassis step	step, close feet together and step again.	
	Leap	Push off a surface into the air using 1 foot Could be - hop, split leap, stag leap, cat leap etc	
	Cat leap	Lift of the floor, bend one knee up to the chest and then the other	
	Split leap	A leap forward from one foot to the other, performing the splits position while in the air.	
	Stag leap	A leap made with one leg bent and toes touching the knee of the other leg, which is straight.	
	Turn	Move in a circular direction Could be - spin, roll, pivot, turning jumps, cartwheel etc	
	Pivot	A turn made on the ball of the foot.	
	Roll	Move in a particular direction by turning over and over on an axis	
	Jump	Push off a surface into the air using both feet Could be - turning, star, tuck, pencil etc	
	Lunge	Step forwards with one foot.	
	Hurdle step	A single skip into an aggressive lunge. The hop will occur on the leg that you kick when kicking into handstand.	
	Hurdle to 2 feet	This hurdle does not involve a skip; instead, it is a long low jump from one foot to two.	
	Static balance	Maintaining balance while holding a pose or remaining motionless (balance on one foot)	
	Dynamic balance	maintaining balance when in motion, starting, and stopping (balancing while walking on a balance beam)	

	Tense	Holding the body stretched and tight.	
	Relaxed	Holding the body less tight.	
	Stretched	straighten or extend the body or a part of the body to its full length, typically to tighten	
		the muscles or in order to reach something:	
	Curled	Form the body into a curved shape.	
	Control	Ability to start/stop movement, change direction and hold shape efficiently	
	Co-ordination	Efficient combination of body parts	
	Extension	Lengthening of one or more muscles or limbs	
	Flexibility	Range of movement within joints involving muscles, tendons and ligaments	
	Posture	The way the body is held	
	Stamina	To maintain physical and mental energy over a period of time	
	Strength	Muscular power	
Routine/sequence	Routine	A sequence of actions that are followed.	
	Sequence	A set of related movements that follow in an order	
	Movement Phrase	A short sequence or linked action	
	Control	Ability to start/stop movement, change direction and hold shape efficiently	
	Co-ordination	Efficient combination of body parts	
	Timing	Use of counts and time	
	Repetition	Performing the same action or phrase again	
	Speed	The rate at which someone or something moves	
	Directions	Where the movement faces	
	Unison	When 2 or more dancers perform at the same time	
	Levels	Distance from the ground - low, medium, high	
Performance	Control	Ability to start/stop movement, change direction and hold shape efficiently	
	Confidence	The feeling or belief that you can do it.	
	Partner matching	Doing the same action/movement as your partner at the same time.	
	Mirroring	Imitating a partner's actions whilst facing them (could be done back to back as well).	
	Accuracy	Being precise in your actions	
	Precision	Being exact and accurate in movements	
	Movement memory	Ability to remember movement	
	Spatial awareness	Being aware of surroundings	
Evaluation	Strength	What was good about the performance – this should come from the success criteria and use	
		specific vocabulary from above	
	Improvement	What could be done better next time – this should come from the success criteria and use	
		specific vocabulary from above	

		Subject Vocabulary	
		Area Of PE - Invasion Games	
Area of Games	Vocabulary	Definition	Year group
Skill	Control	Ability to start/stop movement, change direction and hold shape efficiently	
	Accuracy/	Successful in reaching the intended target (person, hoop, net etc)	
	accurate		
	Underarm	Throw with the arm or hand below shoulder level	
	Overarm	Throw with the arm or hand above the shoulder	
	Catch	To intercept and hold the object (ball, bean bag etc)	
	Bounce	Rebound a ball or other object off the floor or wall	
	Throw	Propel with force through the air by using the arm and hand	
	Travel	Go from one place to another	
	Direction	The course along which someone or something is moving	
	Co-ordination	Efficient combination of body parts and objects when used	
	Hand eye	the way that one's hands and sight work together to be able to do things that require	
	co-ordination	speed and accuracy (such as catching or hitting a ball)	
	Distances	How far it is from one place to another	
	Pass/send	To move the ball or object (to someone else)	
	Trapping	Trapping the ball involves using the feet, thighs or chest to bring the ball to the ground	
		while keeping it in the player's possession. It can include stopping the ball completely or	
		redirecting the ball in a controlled manner.	
	Kick	Strike or propel forcibly with the foot	
	Move	Go in a specified direction or manner; change position	
	Dribbling	Moving the ball around the field by use of the feet, unassisted by other players.	
	Gathering	Collecting things up and putting them in one place	
	Confidence	The feeling or belief that you can do it.	
	Shoot	Move or cause to move suddenly and rapidly in a particular direction towards a net, goal,	
		place to score.	
Application	Game	An activity which individuals take part in, following some rules, to score points or achieve an	
		objective.	
	Pass	To move the ball or object (to someone else)	
	Player	a person taking part in a sport or game	
	Speeds	The different rates at which someone or something moves	
	Directions	The course along which someone or something is moving	
	Space	An area which is free; there are no other players there	
	Support	Help another member of the same team	
	Problems	Something which has gone wrong and needs resolving	

	Opposition	The members of the other team/s; the people you are playing against	
	Possession	Having the object/s needed to play the game	
	Receive	Getting the ball or object from another player; it may be kicked or thrown to you.	
Participation	Rules	Agreed regulations which must be followed within the ga,e	
	Team game	A game played with groups of players (usually 2 groups, but could be more)	
	Opposition	The members of the other team/s; the people you are playing against	
	Attacking	You or your team, making an attempt to score or progress in the game.	
	Defending	Protecting the goal rather than attempting to score against the opponents, stopping the other team from making progress.	
	Defensive skills	The skills which are used by the individual or team to defend (stop the other team making progress).	
	Marking	To stand near and follow a member of the opposing team to prevent them from getting the ball/object and progressing in the game. Done by the defending team.	
	Defending a space	The defending team players will prevent the opposition getting into a space in the game play area.	
	Dodging	Avoid someone by quick sudden movements.	
	Cooperate	Working together.	
	Team mate	Someone who is playing on the same team as you.	
	Goal/points	The way in which you score in a game. Maybe into a net, bucket, hoop etc	
	Tactics	The plan a team uses to either attack or defend in a game.	
	Invasion game	Any game where the objective is to attack the opposition's territory and score a goal or point	
	Competitive	Playing against each other with the aim of winning	
	Communicate	Speaking or using gestures to make your intentions/tactics known to other members of your team.	
Evaluation	Watch	Look closely at what others are doing.	
	Describe	Give a detailed account in words.	
	Improve/	Make or become better, give suggestions to be able to do this.	
	improvements		
	Evaluate	Make a judgement on the performance of others; good/bad and why?	
	Differences	Something that is not the same as others	
	Effectiveness	How good the use of the skill is	
	Modify	Change	
	Criteria	An agreed list of things which must be done in order to be successful.	
	Explain	Make (an idea or situation) clear to someone by describing it in more detail or revealing relevant facts	

		Subject Vocabulary	
		Area Of PE - Net and Wall & Striking and Fielding Games	
Area of Games	Vocabulary	Definition	Year group
Skill	Control	Ability to start/stop movement, change direction and hold shape efficiently	
	Accuracy/	Successful in reaching the intended target (person, hoop, net etc)	
	accurate		
	Underarm	Throw with the arm or hand below shoulder level	
	Overarm	Throw with the arm or hand above the shoulder	
	Catch	To intercept and hold the object (ball, bean bag etc)	
	Bounce	Rebound a ball or other object off the floor or wall	
	Throw	Propel with force through the air by using the arm and hand	
	Hitting	To cause (something, such as a ball) to move by hitting it forcefully with a bat, racket, etc.	
	Rolling	To move across the ground or another surface by turning over and over	
	Strike/Striking	To hit something in a forceful way	
	Direction	The course along which someone or something is moving	
	Co-ordination	Efficient combination of body parts and objects when used	
	Hand eye	the way that one's hands and sight work together to be able to do things that require	
	co-ordination	speed and accuracy (such as catching or hitting a ball)	
	Distances	How far it is from one place to another	
	Pass/send	To move the ball or object (to someone else)	
	Trapping	Trapping the ball involves using the feet, thighs or chest to bring the ball to the ground	
		while keeping it in the player's possession. It can include stopping the ball completely or	
		redirecting the ball in a controlled manner.	
	Receive/Receiving	To get or be given an object	
	Object	The piece of equipment (ball, bean bag etc) being used	
	Return	To send something back to where it needs to go (the object for the game)	
	Gathering	Collecting things up and putting them in one place	
	Confidence	The feeling or belief that you can do it.	
	Fielding	To catch or stop and throw a ball that has been hit by the batting team.	
	Batting	To hit (something, such as a ball) with a bat, club, etc., or with your hand	
	Serve/Serving	To throw a ball/object into the air and hit it over a net to start play in tennis, volleyball,	
		etc.	
	Rally	An exchange of strokes in a court game such as tennis or volleyball, ending when one side	
		fails to make a good return and resulting in a point or the loss of service	
	Shots	an act of hitting or throwing an object to a particular place.	
	Stationary	Not moving	

	Backhand	Hitting a ball in tennis and similar games in which the back of the hand holding the racket is turned in the direction of the ball	
	Forehand	Hitting a ball in tennis and similar games in which the palm of the hand holding the racket is turned in the direction of the ball	
	Overhead	Above someone's head	
	Bowl	To throw (a ball) to the batsman	
	Precision	The quality of being precise : exactness or accuracy	
Application	Game	An activity which individuals take part in, following some rules, to score points or achieve an objective.	
	Pass	To move the ball or object (to someone else)	
	Player	a person taking part in a sport or game	
	Speeds	The different rates at which someone or something moves	
	Directions	The course along which someone or something is moving	
	Space	An area which is free; there are no other players there	
	Support	Help another member of the same team	
	Problems	Something which has gone wrong and needs resolving	
	Opposition	The members of the other team/s; the people you are playing against	
	Possession	Having the object/s needed to play the game	
	Receive	Getting the ball or object from another player; it may be kicked or thrown to you.	
	Challenge	To test the ability, skill, or strength of (someone or something)	
Participation	Rules	Agreed regulations which must be followed within the ga,e	
	Team game	A game played with groups of players (usually 2 groups, but could be more)	
	Opposition	The members of the other team/s; the people you are playing against	
	Attacking	You or your team, making an attempt to score or progress in the game.	
	Defending	Protecting the goal rather than attempting to score against the opponents, stopping the other team from making progress.	
	Defensive skills	The skills which are used by the individual or team to defend (stop the other team making progress).	
	Fairly	In a way that is right or proper : in a fair way	
	Sporting manner	Done or behaving in a way that treats the other people in a sport or competition fairly	
	Cooperate	Working together.	
	Team mate	Someone who is playing on the same team as you.	
	Goal/points	The way in which you score in a game. Maybe into a net, bucket, hoop etc	
	Tactics	The plan a team uses to either attack or defend in a game.	
	Modified	Changed	
	Competitive	Playing against each other with the aim of winning	
	Communicate	Speaking or using gestures to make your intentions/tactics known to other members of your team.	

Evaluation	Watch	Look closely at what others are doing.	
	Describe	Give a detailed account in words.	
	Improve/	Make or become better, give suggestions to be able to do this.	
	improvements		
	Evaluate	Make a judgement on the performance of others; good/bad and why?	
	Differences	Something that is not the same as others	
	Effectiveness	How good the use of the skill is	
	Modify	Change	
	Criteria	An agreed list of things which must be done in order to be successful.	
	Explain	Make (an idea or situation) clear to someone by describing it in more detail or revealing	
		relevant facts	

		Subject Vocabulary	
		Area Of PE - Moving in different ways & Athletics	
Area of Games	Vocabulary	Definition	Year group
Skill - General	Accuracy/	Successful in reaching the intended target (person, hoop, net etc)	
	accurate		
	Confidence	The feeling or belief that you can do it.	
	Control	Ability to start/stop movement, change direction and hold shape efficiently	
	Co-ordination	Efficient combination of body parts and objects when used	
	Direction	The course along which someone or something is moving	
	Distances	How far it is from one place to another	
	Endurance	The ability to withstand stress over prolonged periods of time	
	Gallop	Run fast with both feet off the ground in each stride.	
	Hand eye	the way that one's hands and sight work together to be able to do things that require	
	co-ordination	speed and accuracy (such as catching or hitting a ball)	
	Object	The piece of equipment (ball, bean bag etc) being used	
	Precision	The quality of being precise : exactness or accuracy	
	Skip	Move along lightly, stepping from one foot to the other with a hop or bounce	
	Speed	The rate at which someone moves	
	Stamina	The ability to sustain prolonged physical or mental effort	
	Accelerate	Begin to move more quickly	
	Field event	Events that take place on the field and not the track (throwing and jumping)	
	Track event	Events that take place on the track (running, hurdles)	
Running	Crouch start	The body being held in a crouched pose before springing off of the back foot.	
	Standing start	A position used before running where the contender is stood up.	
	Hurdling	A track event that involves running and jumping over obstacles at speed. The obstacles or	
		barriers are known as hurdles.	
	Lead leg	The leg which clears the hurdle first when hurdling.	
	Trail Leg	The leg that follows the lead leg over the hurdle is called the trail leg.	
	Sprinting	Trying to cover a short distance in the fastest possible time	
	Jogging	The activity of running at a steady, gentle pace as a form of physical exercise	
	Pace	Speed in walking, running, or moving	
	Stride length	The distance covered when you take two steps, one with each foot.	
	Relay	A running activity where a team pass on a baton to the next person	
	Sprint finish	The end of a long race in which competitors speed up as they approach the finish line	
	Baton changeover	When one athlete passes the baton to another athlete in their team	
	Reaction time	The length of time taken for a person or system to respond to a given stimulus or event	
Jumping	Flight	The part where an athlete is in the air during a jump	
	Landing	The position and place you are in after a jump	

	Standing vertical	A 2 footed jump straight up.	
	jump Take off phase	The part of a jump where an athlete is preparing to jump	
	Long jump	A field event which involves the athlete running down a track and taking off from a special	
	Long Jump	board trying to get the furthest distance possible before landing in a sand pit.	
	Standing long jump	A two-footed horizontal jump from a standing position.	
	Jump	Push off a surface into the air using both feet	
	Triple jump	Performing a hop, a step, and a jump from a running start:	
Throwing	Throw	Propel with force through the air by using the arm and hand	
J	Underarm	Throw with the arm or hand below shoulder level	
	Overarm	Throw with the arm or hand above the shoulder	
	Pull throw	A throwing technique (used for javelin)	
	Push throw	A throwing technique (used for shot put)	
	Fling throw	A throwing technique (used for discuss)	
	Heave throw	lift or haul something heavy with great effort	
Application	Game	An activity which individuals take part in, following some rules, to score points or achieve an	
		objective.	
	Pass	To move the ball or object (to someone else)	
	Player	a person taking part in a sport or game	
	Speeds	The different rates at which someone or something moves	
	Directions	The course along which someone or something is moving	
	Space	An area which is free; there are no other players there	
	Support	Help another member of the same team	
	Problems	Something which has gone wrong and needs resolving	
	Opposition	The members of the other team/s; the people you are playing against	
	Possession	Having the object/s needed to play the game	
	Receive	Getting the ball or object from another player; it may be kicked or thrown to you.	
	Challenge	To test the ability, skill, or strength of (someone or something)	
Participation	Rules	Agreed regulations which must be followed within the ga,e	
	Team game	A game played with groups of players (usually 2 groups, but could be more)	
	Opposition	The members of the other team/s; the people you are playing against	
	Attacking	You or your team, making an attempt to score or progress in the game.	
	Defending	Protecting the goal rather than attempting to score against the opponents, stopping the	
		other team from making progress.	
	Defensive skills	The skills which are used by the individual or team to defend (stop the other team making progress).	
	Fairly	In a way that is right or proper : in a fair way	
	Sporting manner	Done or behaving in a way that treats the other people in a sport or competition fairly	

	Cooperate	Working together.
	Team mate	Someone who is playing on the same team as you.
	Goal/points	The way in which you score in a game. Maybe into a net, bucket, hoop etc
	Tactics	The plan a team uses to either attack or defend in a game.
	Modified	Changed
	Competitive	Playing against each other with the aim of winning
	Communicate	Speaking or using gestures to make your intentions/tactics known to other members of your team.
Evaluation	Watch	Look closely at what others are doing.
	Describe	Give a detailed account in words.
	Improve/ improvements	Make or become better, give suggestions to be able to do this.
	Evaluate	Make a judgement on the performance of others; good/bad and why?
	Differences	Something that is not the same as others
	Effectiveness	How good the use of the skill is
	Modify	Change
	Criteria	An agreed list of things which must be done in order to be successful.
	Explain	Make (an idea or situation) clear to someone by describing it in more detail or revealing relevant facts

		Subject Vocabulary	
		Area Of PE - OAA	
Area of Games	Vocabulary	Definition	Year group
	OAA	OAA stands for Outdoor Adventurous Activites. It usually takes place outdoors and	
		involves: physical activity; adventure and challenge; problem-solving activities; teamwork.	
	Orienteering	an exciting outdoor adventure sport which is similar to a cross-country race, it involves	
		walking or running while navigating around a course, using a detailed map and sometimes a	
		compass.	
Trails & Problem	Accuracy/	Successful in reaching the intended target (person, hoop, net etc)	
Solving	accurate		
	Confidence	The feeling or belief that you can do it.	
	Orientate	To discover your position in relation to what is around you	
	Trail	A track or path to follow to controls	
	Orienteering	An orienteering course is composed of a start point, a series of control points, and a finish	
	course	point.	
	Navigation	Objects required for finding the way around the trail – map, compass	
	Equipment		
	Challenge	To test the ability, skill, or strength of (someone or something)	
	Мар	A diagrammatic representation of an area	
	Compass	An instrument containing a magnetized pointer which shows the direction of magnetic north	
		and bearings from it	
	Effective	A communication between two or more persons wherein the intended message is	
	communication	successfully delivered, received and understood.	
	Symbols	A mark or character used as a conventional representation of an object	
	Key	A thing that provides a means of achieving or understanding something (the symbols used	
		on a map).	
	Map styles	Different types of maps used for different purposes; in orienteering it is usually a	
	Informed decision	topographic map.	
	Conditional	the shild must decide if the instruction relates to them and then they must fallow the	
	instructions	the child must decide if the instruction relates to them and then, they must follow the	
	Control point	instruction as directed, e.g. if you have a brother, do five star jumps. A marked position used in orienteering. They are located in the competition area and then	
	Control point	marked on the orienteering map. The aim is for the orienteer to locate the controls by	
		using the map to find them in the fastest	
		possible time.	
	Orienteering map	A set of map symbols used universally and specifically for orienteering. They are also	
	symbols	colour specific	
	Orientating a map	Making sure your map is the right way round	
	Orienteer Orienteer	The person taking part in the orienteering	

	Scale	The relative size of objects shown on a map	
	Strategy	A plan or action created for completing a task	
	Symbol	A sign, shape or object to represent something else. Usually used to simplify maps.	
	Boundary	The edge of the space being worked in	
	Check point card	A resource which is taken around and checked off at each checkpoint	
	Compass	A tool used to help navigate	
	Control	What the children are looking for, can be a combination of letters and numbers	
	Course	The route chosen for the controls to be visited	
	Linear	All the controls on the map must be visited in the order shown	
Preparation,	Informed decision	A decision based on facts or information	
organisation &	Plan	An intention or decision about what one is going to do	
Communication	Organise	and the second s	
	Quickest route	The route to go to all control points in the shortest time possible.	
	Navigate	To follow or find a course	
	Communicate	Speaking or using gestures to make your intentions/tactics known to other members of your	
		team.	
	Leadership Skills	The strengths and abilities individuals demonstrate that help the oversee processes, guide	
		initiatives and steer their employees toward the achievement of goals.	
Compete and	Set period of time	The amount of time given to complete the course	
Perform	Personal	How well an individual does	
	performance		
	Improving	Being able to complete a course in less time than before.	
	completion time		
Evaluation	Watch	Look closely at what others are doing.	
	Describe	Give a detailed account in words.	
	Improve/	Make or become better, give suggestions to be able to do this.	
	improvements		
	Evaluate	Make a judgement on the performance of others; good/bad and why?	
	Differences	Something that is not the same as others	
	Effectiveness	How good the use of the skill is	
	Modify	Change	
	Criteria	An agreed list of things which must be done in order to be successful.	
	Explain	Make (an idea or situation) clear to someone by describing it in more detail or revealing	
		relevant facts	