



Year 3 – Dance	Working towards Curriculum Expectations Those pupils that are beginning to demonstrate skills and knowledge for their year group but are in need of more support (sometimes 1:1) to reach the next step.	Working AT Curriculum Expectations Those pupils that are demonstrating the skills and knowledge for their year group with little or no support required.	Working ABOVE Curriculum Expectations Pupils are demonstrating the skills and knowledge for their year group and are also able to apply the criteria to high achieving performance situations and show leadership to support others.
Doing Copy, repeat and reorder short motifs			
Repeat dance phrases and motifs changing one element			
Thinking Improvise individually and with a partner in response to stimuli			
Create dance phrases using compositional elements to express and idea, mood or a feeling			
Interpret rhythm well			
Recognise and talk about the movements used and the expressive qualities of dance.			
Social/Emotional Perform dances with expression, gestures and travels			
Use a growing dance vocabulary to make appropriate suggestions about how work could be improved			



Year 3 – Gymnastics	Working towards Curriculum Expectations Those pupils that have basic skills but are in need of more 1:2:1 support to reach the next step	Working AT Curriculum Expectations Those pupils that are demonstrating the skills and knowledge for their year group with little or no support required.	Working ABOVE Curriculum Expectations Pupils are demonstrating the skills and knowledge for their year group and are also able to apply the criteria to high achieving performance situations and show leadership to support others.
Doing Be able to perform a variety of more complex rolls from elevated or diving positions			
Design longer sequences using balances and travelling			
Thinking Understand how to link movements fluently together			
Understand how to make a sequence aesthetically pleasing			
Social/Emotional Able to suggest ideas to improve others performances			
To be able to act on and respond to feedback from others to improve their own performance			



Progression of skills and knowledge

Year 3 – Games Invasion	Working towards Curriculum Expectations Those pupils that have basic skills but are in need of more 1:2:1 support to reach the next step	Working AT Curriculum Expectations Those pupils that are demonstrating the skills and knowledge for their year group with little or no support required.	Working ABOVE Curriculum Expectations Pupils are demonstrating the skills and knowledge for their year group and are also able to apply the criteria to competitive game situations and show leadership to support others.
Doing Dribbling with a ball using the appropriate method			
Be able to send a ball to a team mate with the appropriate technique			
Be able to evade defenders			
Develop dexterity and consistency of receiving and passing skills			
Introduce the correct techniques for shooting in specific sports			
Thinking Develop knowledge of how to set up small sided games and how to make equal matches and what to do when they are not equal			
Be able to provide feedback for themselves and others			



PE



Progression of skills and knowledge

Awareness – where to attack, who to pass to, where to move into space			
Social/Emotional Co-operation, being able to work in a pair/small team and agree who to attack			
Develop emotional resilience when they are unable to complete tasks			
Encourage and teach others' who find things difficult			
Have tolerance for team mates who are less able			



Progression of skills and knowledge

Year 3 – Games Net/Wall	Working towards Curriculum Expectations Those pupils that have basic skills but are in need of more 1:2:1 support to reach the next step	Working AT Curriculum Expectations Those pupils that are demonstrating the skills and knowledge for their year group with little or no support required.	Working ABOVE Curriculum Expectations Pupils are demonstrating the skills and knowledge for their year group and are also able to apply the criteria to competitive game situations and show leadership to support others.
Doing Throw a ball underarm and overarm towards a target			
Accurately roll and throw a ball towards a target			
Hit the ball from the stronger side of their body with two hands and one hand			
Thinking Drop feed a ball to themselves and wait for it to bounce before hitting it			
Begin to move their feet around the ball so that they can play a forehand			
Talk about what they can do and what they could improve			
Social/Emotional Develop emotional resilience when they are unable to complete tasks			
Encourage and teach others' who find things difficult			
Have tolerance for team mates who are less able			



Progression of skills and knowledge

Year 3 – Games Striking & Fielding	Working towards Curriculum Expectations Those pupils that have basic skills but are in need of more 1:2:1 support to reach the next step	Working AT Curriculum Expectations Those pupils that are demonstrating the skills and knowledge for their year group with little or no support required.	Working ABOVE Curriculum Expectations Pupils are demonstrating the skills and knowledge for their year group and are also able to apply the criteria to competitive game situations and show leadership to support others.
Doing Be able to hit a stationary ball			
Retrieve and throw a ball when fielding			
Be able to throw a ball over a variety of distances			
Thinking Understand the importance of footwork positions when aiming for every shot			
Be able to choose tactics to suit a situations in a game			
Know the rules of some small sided games			
Know how to warm their bodies up and what is happening to their body			
Social/Emotional Play small sided games maintaining their own score			
Work co-operatively with a group when playing a game			



Progression of skills and knowledge



Year 3 – Athletics	Working towards Curriculum Expectations Those pupils that have basic skills but are in need of more 1:2:1 support to reach the next step	Working AT Curriculum Expectations Those pupils that are demonstrating the skills and knowledge for their year group with little or no support required.	Working ABOVE Curriculum Expectations Pupils are demonstrating the skills and knowledge for their year group and are also able to apply the criteria to competitive events situations and show leadership to support others.
Doing Be able to run for short periods of time and show a difference between running at speed and jogging			
Demonstrate a range of throwing actions – right handed, left handed, overarm, underarm, two handed			
Be able to perform basic jumps - one foot to two feet, two to two with increasing control			
Thinking Know the difference between jumping high and jumping long			
Be able to describe different, running, jumping and throwing actions			
Social/Emotional Can describe what they have done and whether it was successful			
Able to record basic times and distances for class mates			



Progression of skills and knowledge

Year 3 – OAA	Working towards Curriculum Expectations Those pupils that have basic skills but are in need of more 1:2:1 support to reach the next step	Working AT Curriculum Expectations Those pupils that are demonstrating the skills and knowledge for their year group with little or no support required.	Working ABOVE Curriculum Expectations Pupils are demonstrating the skills and knowledge for their year group and are also able to apply the criteria to competitive game situations and show leadership to support others.
Doing Use the Plan – Do – Review process effectively in a team situation			
Undertake a range of team building activities;			
Thinking Know how to share ideas equally within a team			
Understand how to communicate effectively with team members			
Social/Emotional Work as part of a large and small group;			
Find ways to resolve conflicts of opinions in team activities			



Progression of skills and knowledge

Following the Performance Pathway – Use this document to refer to your class as a whole.

Write the initial of each pupil under either Working towards Curriculum expectations, working at Curriculum expectations, or Working above Curriculum expectations.

Year 4 – Dance	Working towards Curriculum Expectations Those pupils that are beginning to demonstrate skills and knowledge for their year group but are in need of more support (sometimes 1:1) to reach the next step.	Working AT Curriculum Expectations Those pupils that are demonstrating the skills and knowledge for their year group with little or no support required.	Working ABOVE Curriculum Expectations Pupils are demonstrating the skills and knowledge for their year group and are also able to apply the criteria to high achieving performance situations and show leadership to support others.
Doing Copy, repeat, remember and add to motifs given			
Use more complex formations independently with a composition			
Use a range of movement and dance phrases within compositions			
Thinking Explore action and reaction movements			
Use a range of vocabulary to describe, interpret and evaluate dance			
Social/Emotional Perform dances clearly and fluently, individually and as part of a larger group			
Show an awareness of others when performing			



Progression of skills and knowledge



Year 4 – Gymnastics	Working towards Curriculum Expectations Those pupils that are beginning to demonstrate skills and knowledge for their year group but are in need of more support (sometimes 1:1) to reach the next step.	Working AT Curriculum Expectations Those pupils that are demonstrating the skills and knowledge for their year group with little or no support required.	Working ABOVE Curriculum Expectations Pupils are demonstrating the skills and knowledge for their year group and are also able to apply the criteria to high achieving performance situations and show leadership to support others.
Doing Able to perform inverted balances with good body tension			
Able to perform a cartwheel with good body tension			
Thinking Perform an individual sequence that uses an inverted element			
Plan, perform and repeat longer sequences that include change of speed, level clear shapes and quality movements			
Social/Emotional To be confident in communicating and supporting others to perform gymnastic actions			
To be able to feedback on others performances using correct terminology			



Progression of skills and knowledge

Year 4 – GAMES Invasion	Working towards Curriculum Expectations Those pupils that are beginning to demonstrate skills and knowledge for their year group but are in need of more support (sometimes 1:1) to reach the next step.	Working AT Curriculum Expectations Those pupils that are demonstrating the skills and knowledge for their year group with little or no support required.	Working ABOVE Curriculum Expectations Pupils are demonstrating the skills and knowledge for their year group and are also able to apply the criteria to competitive game situations and show leadership to support others.
Doing Play by the rules of a game / activity			
Be able to pass, move into space in order to attack			
Be able to defend a player/ball to stop an attacking play			
Thinking Be able to provide feedback for themselves and others			
Be able to make appropriate decisions within the game to aid themselves and others in achieving a positive outcome			
Social/Emotional Able to work in a pair/small team and agree who to attack			
Develop emotional resilience when they are unable to complete tasks			
Encourage and teach others' who find things difficult			
Have tolerance for team mates who are less able			



Progression of skills and knowledge

Year 4 – GAMES Net & Wall	Working towards Curriculum Expectations Those pupils that are beginning to demonstrate skills and knowledge for their year group but are in need of more support (sometimes 1:1) to reach the next step.	Working AT Curriculum Expectations Those pupils that are demonstrating the skills and knowledge for their year group with little or no support required.	Working ABOVE Curriculum Expectations Pupils are demonstrating the skills and knowledge for their year group and are also able to apply the criteria to competitive game situations and show leadership to support others.
Doing Throw a ball over a net and aim for a target with accuracy to beat an opponent			
Hit a forehand with one hand			
Begin to hit from the weaker side by moving the racket across the body (backhand)			
Thinking Begin to show an awareness of when a particular shot would be best			
Suggest aspects that they could improve upon			
Social/Emotional Work with a partner to sustain a short rally			
Encourage and teach others' who find things difficult			
Have tolerance for team mates who are less able			



Progression of skills and knowledge

Year 4 – GAMES Striking & Fielding	Working towards Curriculum Expectations Those pupils that are beginning to demonstrate skills and knowledge for their year group but are in need of more support (sometimes 1:1) to reach the next step.	Working AT Curriculum Expectations Those pupils that are demonstrating the skills and knowledge for their year group with little or no support required.	Working ABOVE Curriculum Expectations Pupils are demonstrating the skills and knowledge for their year group and are also able to apply the criteria to competitive game situations and show leadership to support others.
Doing Be able to hit a bowled ball			
Collect, Stop and intercept a ball with increasing efficiency			
Throw a ball with some accuracy from a distance.			
Be able to putt a ball over varying distances			
Be able to chip a ball over obstacles			
Thinking Play a variety of game using different skills and equipment			
Make tactical decisions on where to place the ball			
Social/Emotional Explain what happens to their bodies whilst they work and how this varies with different games			
Suggest ways to improve the work of their peers			



Progression of skills and knowledge

Year 4 – Athletics	Working towards Curriculum Expectations Those pupils that are beginning to demonstrate skills and knowledge for their year group but are in need of more support (sometimes 1:1) to reach the next step.	Working AT Curriculum Expectations Those pupils that are demonstrating the skills and knowledge for their year group with little or no support required.	Working ABOVE Curriculum Expectations Pupils are demonstrating the skills and knowledge for their year group and are also able to apply the criteria to competitive events situations and show leadership to support others.
Doing Be able to apply the basics of relay racing and baton passing			
Know and demonstrate a range of throwing techniques with different equipment (Slinging Pushing, Pulling actions)			
Link running and jumping moves together more fluently into a take off			
Thinking Understand the difference between sprinting and running for long periods			
Social/Emotional Begin to play the role of an official; timer, measuring, and starter			
Be able to suggest with guidance a target for improvement for distance or height			



Progression of skills and knowledge

Year 4 – OAA	Working towards Curriculum Expectations Those pupils that are beginning to demonstrate skills and knowledge for their year group but are in need of more support (sometimes 1:1) to reach the next step.	Working AT Curriculum Expectations Those pupils that are demonstrating the skills and knowledge for their year group with little or no support required.	Working ABOVE Curriculum Expectations Pupils are demonstrating the skills and knowledge for their year group and are also able to apply the criteria to competitive game situations and show leadership to support others.
Doing Able to complete a range of orienteering courses e.g picture orienteering, playground and full school			
Able to orientate a map			
Thinking Work in a three to find and record markers			
Use pictures and maps to locate markers			
Social/Emotional Communicate effectively within a team			
Allocate roles within a team			
Motivate team members to do their best			



Progression of skills and knowledge

Year 5 – Dance	Working towards Curriculum Expectations Those pupils that are beginning to demonstrate skills and knowledge for their year group but are in need of more support (sometimes 1:1) to reach the next step.	Working AT Curriculum Expectations Those pupils that are demonstrating the skills and knowledge for their year group with little or no support required.	Working ABOVE Curriculum Expectations Pupils are demonstrating the skills and knowledge for their year group and are also able to apply the criteria to high achieving performance situations and show leadership to support others.
Doing Use taught motifs as a starting point to explore their own ideas and movement phrases and change elements of the original motif			
Use a range of formations effectively in their work			
Thinking Compose dance phrases and motifs in response to a range of stimuli			
Adapt and refine the way they use formation, travelling and compositional elements of their work			
Experiment with a range of actions, varying and combining spatial patterns, speed, tension and continuity when working on their own and with a partner/group			
Social/Emotional Perform features of a particular dance style, e.g rock n roll			
Plan and perform dances confidently			
Recognise and comment on dances, showing and understanding of style and suggest ways to improve their own and others work.			



Progression of skills and knowledge

Year 5 – Gymnastics	Working towards Curriculum Expectations	Working AT Curriculum Expectations	Working ABOVE Curriculum Expectations
	Those pupils that are beginning to demonstrate skills and knowledge for their year group but are in need of more support (sometimes 1:1) to reach the next step.	Those pupils that are demonstrating the skills and knowledge for their year group with little or no support required.	Pupils are demonstrating the skills and knowledge for their year group and are also able to apply the criteria to high achieving performance situations and show leadership to support others.
Doing Be able to perform various paired and group balances including counter balances			
Link group balances into a group sequence			
Complete a sequence showing consistency, fluency and clarity of movement.			
Thinking Use various timing and height changes to add creativity to a sequence			
Work with a partner to develop a short sequence using floor, mats and apparatus			
Social/Emotional Perform a paired sequence using mirror and matching balances			
To be able to feedback on others performances using correct terminology			



Progression of skills and knowledge

Year 5 – GAMES Invasion		Working towards Curriculum Expectations Those pupils that are beginning to demonstrate skills and knowledge for their year group but are in need of more support (sometimes 1:1) to reach the next step.	Working AT Curriculum Expectations Those pupils that are demonstrating the skills and knowledge for their year group with little or no support required.	Working ABOVE Curriculum Expectations Pupils are demonstrating the skills and knowledge for their year group and are also able to apply the criteria to competitive game situations and show leadership to support others.
Doing Be able to play with the main invasion sports (rugby, football, netball, hockey, basketball) 3v3 / 4v4 and 5v5 / 5v3				
Be able to use their non-dominant side to perform				
Be able to pass, dribble, shoot & defend with some accuracy				
Thinking Know the rules and referee each other in small games				
Know when to create space, and how to gang up on defenders and overload them.				
Be able to provide feedback for themselves and others				
Social/Emotional Encourage and teach others' who find things difficult				
Have tolerance for team mates who are less able				
Able to work as part of a group/team with tolerance for each other				



Year 5 – GAMES Net & Wall		Working towards Curriculum Expectations Those pupils that are beginning to demonstrate skills and knowledge for their year group but are in need of more support (sometimes 1:1) to reach the next step.	Working AT Curriculum Expectations Those pupils that are demonstrating the skills and knowledge for their year group with little or no support required.	Working ABOVE Curriculum Expectations Pupils are demonstrating the skills and knowledge for their year group and are also able to apply the criteria to competitive game situations and show leadership to support others.
Doing Use forehand, backhand and overhead shots with increasing accuracy				
Begin to serve overarm				
Rally with a partner playing shots from both sides of their body				
Thinking Show some accuracy in the placement of shots				
Begin to use slice, smash and topspin shots and differentiate between them				
Suggest warm ups specific to the sport and explain why				
Social/Emotional Work collaboratively with a partner to sustain a rally				
Identify what they and others can do well and suggest improvements				



Progression of skills and knowledge

Year 5 – GAMES Striking & Fielding	Working towards Curriculum Expectations Those pupils that are beginning to demonstrate skills and knowledge for their year group but are in need of more support (sometimes 1:1) to reach the next step.	Working AT Curriculum Expectations Those pupils that are demonstrating the skills and knowledge for their year group with little or no support required.	Working ABOVE Curriculum Expectations Pupils are demonstrating the skills and knowledge for their year group and are also able to apply the criteria to competitive game situations and show leadership to support others.
Doing Can perform underarm and overarm throwing showing correct technique.			
Can catch a ball from a close and far away distance			
Can perform a basic overarm bowl			
Can perform a basic underarm bowl			
Thinking Can strike a bowled ball forwards using tactics for placement			
Can decide which shot to use in golf			
Know different positions within games and understand their role in batting and fielding			
Social/Emotional Know how to set up small sided games in cricket, rounders & golf			
Suggest ways to improve the work of their peers			



Progression of skills and knowledge



Year 5 – Athletics	Working towards Curriculum Expectations Those pupils that are beginning to demonstrate skills and knowledge for their year group but are in need of more support (sometimes 1:1) to reach the next step.	Working AT Curriculum Expectations Those pupils that are demonstrating the skills and knowledge for their year group with little or no support required.	Working ABOVE Curriculum Expectations Pupils are demonstrating the skills and knowledge for their year group and are also able to apply the criteria to competitive events situations and show leadership to support others.
Doing Show control at take off in jumping activities			
Link running and throwing moves together more fluently for effective release			
Thinking Choose the best pace for a running event			
Understand how stamina and power help people to perform well in different athletics activities			
Social/Emotional Identify good athletic performance and explain why it is good, using agreed criteria			
Be able to suggest with guidance a target for improvement for distance or height			



Progression of skills and knowledge

Year 5 – OAA	Working towards Curriculum Expectations Those pupils that are beginning to demonstrate skills and knowledge for their year group but are in need of more support (sometimes 1:1) to reach the next step.	Working AT Curriculum Expectations Those pupils that are demonstrating the skills and knowledge for their year group with little or no support required.	Working ABOVE Curriculum Expectations Pupils are demonstrating the skills and knowledge for their year group and are also able to apply the criteria to competitive game situations and show leadership to support others.
Doing Read a map			
Produce own school maps with relevant key			
Thinking Use variety of orienteering styles; number order, words, code breaking			
Find solutions to problems and challenges			
Social/Emotional Communicate effectively within a team suggesting ways to improve			
Allocate roles within a team			
To work cooperatively within a team			



Progression of skills and knowledge

Year 6 – Dance	Working towards Curriculum Expectations Those pupils that are beginning to demonstrate skills and knowledge for their year group but are in need of more support (sometimes 1:1) to reach the next step.	Working AT Curriculum Expectations Those pupils that are demonstrating the skills and knowledge for their year group with little or no support required.	Working ABOVE Curriculum Expectations Pupils are demonstrating the skills and knowledge for their year group and are also able to apply the criteria to high achieving performance situations and show leadership to support others.
Doing Use taught motifs as a starting point to explore their own ideas and movement phrases and change elements of the original motif			
Extend compositional skills incorporating a wider range of dance styles and forms			
Thinking Explore, improvise and choose appropriate material to create new motifs in a chosen dance style			
Compose, develop and adapt motifs to make Dance phrases and use these in longer dances			
Social/Emotional Confidently use features of a dance style			
Plan and perform dances showing precision, control and fluency			
Use appropriate terminology when evaluating their own and others performances			



Progression of skills and knowledge

Year 6 – Gymnastics	Working towards Curriculum Expectations Those pupils that are beginning to demonstrate skills and knowledge for their year group but are in need of more support (sometimes 1:1) to reach the next step.	Working AT Curriculum Expectations Those pupils that are demonstrating the skills and knowledge for their year group with little or no support required.	Working ABOVE Curriculum Expectations Pupils are demonstrating the skills and knowledge for their year group and are also able to apply the criteria to high achieving performance situations and show leadership to support others.
Doing Be able to perform a tuck, pike, straddle, pencil jump from elevated surfaces, and land safely			
Be able to perform a variety of vaults safely			
Show clarity, fluency accuracy, and consistency in their movements			
Thinking Make up longer, more complex sequences including changes in direction or level and speed.			
Be able to memorise longer sequences and perform them.			
Social/Emotional Perform paired and group sequences including all elements of learning throughout the unit and previous years.			
To be able to communicate and share ideas as part of a group			



Progression of skills and knowledge

Year 6 – GAMES Invasion	Working towards Curriculum Expectations Those pupils that are beginning to demonstrate skills and knowledge for their year group but are in need of more support (sometimes 1:1) to reach the next step.	Working AT Curriculum Expectations Those pupils that are demonstrating the skills and knowledge for their year group with little or no support required.	Working ABOVE Curriculum Expectations Pupils are demonstrating the skills and knowledge for their year group and are also able to apply the criteria to competitive game situations and show leadership to support others.
Doing Pass with accuracy and consistency			
Catch/Control a ball with accuracy and consistency			
Able to dodge to evade a defender			
Able to use various scoring techniques			
Thinking Develop leadership skills to design sport related practises			
Recognise how a skill is breaking down and attempting to offer a solution			
Be able to reflect on their practice and consider what went well and what would need changing			
Social/Emotional Develop communication skills to teach peers the necessary skills of their practise			
Co-operate with peers when being coached			
Tolerance and acceptance of referees decisions and of fellow team mates			



Progression of skills and knowledge

Year 6 – GAMES Net & Wall	Working towards Curriculum Expectations Those pupils that are beginning to demonstrate skills and knowledge for their year group but are in need of more support (sometimes 1:1) to reach the next step.	Working AT Curriculum Expectations Those pupils that are demonstrating the skills and knowledge for their year group with little or no support required.	Working ABOVE Curriculum Expectations Pupils are demonstrating the skills and knowledge for their year group and are also able to apply the criteria to competitive game situations and show leadership to support others.
Doing Use a wide range of shots including forehand, backhand, Overhead clear, smash, drop shot, dig and volley			
Serve underarm and overhead			
Use slice and topspin shots more accurately			
Thinking Show more accuracy in their placement of shots			
Recognise when it is appropriate to play a certain shot			
Suggest ideas for practices that will lead to improvement of a particular skill			
Social/Emotional Demonstrate spatial awareness when playing doubles or as part of a team in volleyball			
Work collaboratively with a partner to sustain a rally and when playing doubles and communicate effectively			
Identify strengths and weakness in their own and other's play			



Progression of skills and knowledge

Year 6 – GAMES Striking & Fielding	Working towards Curriculum Expectations Those pupils that are beginning to demonstrate skills and knowledge for their year group but are in need of more support (sometimes 1:1) to reach the next step.	Working AT Curriculum Expectations Those pupils that are demonstrating the skills and knowledge for their year group with little or no support required.	Working ABOVE Curriculum Expectations Pupils are demonstrating the skills and knowledge for their year group and are also able to apply the criteria to competitive game situations and show leadership to support others.
Doing Can consistently strike a bowled ball			
Use a range of fielding skills with growing control and consistency;			
Thinking Use and apply the basic rules consistently and fairly;			
Understand and implement a range of tactics in games;			
Recognise the activities and exercises that need including in a warm up and cool down;			
Social/Emotional Work collaboratively in pairs, group activities and small sided games;			
Identify their own strengths and suggest practices to help them improve			



Progression of skills and knowledge

Year 6 – Athletics	Working towards Curriculum Expectations Those pupils that are beginning to demonstrate skills and knowledge for their year group but are in need of more support (sometimes 1:1) to reach the next step.	Working AT Curriculum Expectations Those pupils that are demonstrating the skills and knowledge for their year group with little or no support required.	Working ABOVE Curriculum Expectations Pupils are demonstrating the skills and knowledge for their year group and are also able to apply the criteria to competitive events situations and show leadership to support others.
Doing Show accuracy and good technique when throwing for distance			
Be able to successfully transfer a baton in a relay using take over distances			
Know the principles for gaining height and distance in jumping and be able to mark out their run up.			
Thinking Explore different types of running – strides, lengths, speeds			
Investigate different starting techniques			
Social/Emotional Identify good athletic performance and explain why it is good, using agreed criteria			
Be able to suggest a target for improvement for distance or height and time			



Progression of skills and knowledge



Year 6 – OAA	Working towards Curriculum Expectations Those pupils that are beginning to demonstrate skills and knowledge for their year group but are in need of more support (sometimes 1:1) to reach the next step.	Working AT Curriculum Expectations Those pupils that are demonstrating the skills and knowledge for their year group with little or no support required.	Working ABOVE Curriculum Expectations Pupils are demonstrating the skills and knowledge for their year group and are also able to apply the criteria to competitive game situations and show leadership to support others.
Doing Use a compass to navigate around a course			
Adapt quickly and safely to new situations/environments			
Thinking Design and deliver own orienteering course			
Plan, devise and implement strategies to complete their task			
Social/Emotional Allocate job roles within a team			
Help teach others in their team how to complete a different role			
Motivate each other so they can do their best			



Swimming End of Key Stage 2	Working towards Curriculum Expectations	Working AT Curriculum Expectations	Working ABOVE Curriculum Expectations
	Those pupils that are beginning to demonstrate skills and knowledge for their year group but are in need of more support (sometimes 1:1) to reach the next step.	Those pupils that are demonstrating the skills and knowledge for their year group with little or no support required.	Pupils are demonstrating the skills and knowledge for their year group and are also able to apply the criteria to high achieving performance situations and show leadership to support others.
Doing Swim between 20 and 100 meters using 3 different strokes			
Swim for a minimum of 45 seconds using one stroke whilst controlling breathing			
Enter the water safely in a variety of ways including pencil jump, straddle jump, and for more confident children seated dive and standing dive			
Thinking Pace swimming to ensure they can meet all challenges			
Social/Emotional Swim confidently and fluidly both on the surface and underwater			
Work well in groups to solve problems and challenges			
Suggest activities and practices to help improve their own performance			