

Llangyfelach Primary School



Health & Wellbeing Progression Model

Health & Wellbeing @LPS

The Health and Well-being Area of Learning provides a holistic structure for understanding health and well-being. It is concerned with developing the capacity of learners to navigate life's opportunities and challenges.

The fundamental components of this Area are physical health and development, mental health, and emotional and social well-being. It will support learners to understand and appreciate how the different components of health and well-being are interconnected, and it recognises that good health and well-being are important to enable successful learning.

LPS Learning Projects, Health & Wellbeing Progression Model, coupled with our Jigsaw Programme foster a whole-school approach that enables health and well-being to permeate all aspects of school life.

Effective realisation of the vision described in this Area is fundamental to developing healthy, confident individuals, ready to lead fulfilling lives as valued members of society. By developing learners' motivation, resilience, empathy and decision-making abilities, they can be supported to become ambitious, capable learners, ready to learn throughout their lives.

Through our Health & Wellbeing provision, learners are supported to become ethical, informed citizens of Wales and the world by developing their ability to show respect, to value equity, to listen to others and to evaluate the social influences affecting them.

This Area also incorporates our detailed Physical Education Progression Model, which ensures all learners receive broad and rich healthy experiences throughout their time at LPS. Learners will receive experience and progression within Games, Athletics, Gymnastics and Orienteering. Physical Education at LPS improves the overall health and fitness of our learners. It also helps to improve their mental health and cognitive development. By doing physical exercise, children are more likely to concentrate and maintain focus in lessons. As well as strengthening muscle and bones, exercise builds confidence, inspires positivity and improves social skills that will serve them well throughout their lives.

Through enabling learners to manage risks, express ideas and emotions, develop and maintain healthy relationships and bodies, take on different roles and responsibilities, the learning and experience in this Area supports learners to become enterprising, creative contributors ready to play a full part in life and work.

My World

	P1.1	P1.2	P2.1	P2.2	P2.3	P3.1	P3.2	P3.3
<ul style="list-style-type: none"> • Identity • Responsibility • Consequence • Teamwork 	<p>A. To understand that they are special.</p> <p>B. To identify things that make them happy and/or sad.</p> <p>C. Begin to identify when others are feeling happiness or sadness.</p> <p>D. Begin to gain feelings of belonging.</p> <p>E. Begin to take turns with others.</p> <p>F. Understand the need to follow class rules and routines.</p>	<p>A. Know they have a right to learn and play, safely and happily.</p> <p>B. Know that some people are different from themselves.</p> <p>C. Identify feelings associated with belonging.</p> <p>D. Develop skills to play co-operatively with others.</p> <p>E. Be able to consider others' feelings and demonstrate kindness.</p> <p>F. Identify feelings of happiness and sadness.</p> <p>G. Follow class routines, showing awareness of the LPS Code.</p>	<p>A. Understand their own rights and responsibilities within their classroom.</p> <p>B. Understand that they have choices.</p> <p>C. Understand that their views are important.</p> <p>D. Identifying helpful behaviours to make the class a safe place.</p> <p>E. Understanding that they are special.</p> <p>F. Identify what it's like to feel proud of an achievement.</p> <p>G. Recognise feelings associated with positive and negative consequences.</p>	<p>A. Understand the rights and responsibilities of class members.</p> <p>B. Know about rewards and consequences and that these stem from choices.</p> <p>C. Know that it is important to listen to other people.</p> <p>D. Understand that their own views are valuable.</p> <p>E. Know that positive choices impact positively on self-learning and the learning of others.</p> <p>F. Understand what a challenge is.</p> <p>G. Know how to make their class a safe and fair place.</p> <p>H. Be able to work co-operatively.</p> <p>I. Recognise own feelings and know when and where to get help.</p> <p>J. Recognise the feeling of being worried.</p>	<p>A. Know why rules are needed and how these relate to choices and consequences.</p> <p>B. Know that actions can affect others' feelings.</p> <p>C. Know that others may hold different views.</p> <p>D. Able to set their own personal goals.</p> <p>E. Able to identify hopes and fears and suggest ways to overcome challenges.</p> <p>F. Able to make others feel valued.</p> <p>G. Develop compassion and empathy for others.</p> <p>H. Be able to work collaboratively.</p> <p>I. Recognise self-worth.</p> <p>J. Identify personal strengths.</p> <p>K. Recognise feelings of happiness, sadness, worry and fear in themselves and others.</p>	<p>A. Know their place in the school community and the different roles involved.</p> <p>B. Know how groups work together to reach a consensus.</p> <p>C. Know that having a voice and democracy benefits the school community.</p> <p>D. Know how individual attitudes and actions make a difference to a class.</p> <p>E. Know that their own actions affect themselves and others.</p> <p>F. Identify the feelings associated with being included or excluded.</p> <p>G. Be able to work as part of a group, listening and contributing effectively.</p> <p>H. Know how to regulate emotions.</p> <p>I. Recognise the feelings of being motivated or unmotivated.</p> <p>J. Be able to help friends make positive choices.</p>	<p>A. Understand how to contribute towards the democratic process.</p> <p>B. Understand the rights and responsibilities associated with being a citizen in the wider community and their country.</p> <p>C. Know how to face new challenges positively.</p> <p>D. Know how an individual's behaviour can affect a group and the consequences of this.</p> <p>E. Demonstrate empathy and understanding towards others.</p> <p>F. Consider their own actions and the effect they have on themselves and others.</p> <p>G. Be able to take on a role in a group discussion / task and contribute to the overall outcome.</p> <p>H. Be able to identify what they value most about school.</p> <p>I. Understand emotions and develop strategies to deal with different situations regarding themselves and others.</p>	<p>A. Understand that all children have rights under the United Nations Convention on the Rights of the Child.</p> <p>B. Know about the lives of children in other parts of the world.</p> <p>C. Know that personal choices can affect others locally and globally.</p> <p>D. Able to set short- and long-term personal goals.</p> <p>E. Understand own wants and needs and those of others.</p> <p>F. Be able to compare their life with the lives of those less fortunate.</p> <p>G. Demonstrate empathy for people whose lives are different from their own.</p> <p>H. Can demonstrate attributes of a positive role-model.</p> <p>I. Can take positive action to help others.</p> <p>J. Can make others feel cared for, valued, included and welcome.</p> <p>K. Positively manage emotions and feelings in a variety of contexts successfully.</p>

Celebrating Difference

	P1.1	P1.2	P2.1	P2.2	P2.3	P3.1	P3.2	P3.3
<ul style="list-style-type: none"> • Similarity • Difference • Bullying • Stereotype • Racism • Discrimination • Individuality 	<p>A. Begin to form friendships with others.</p> <p>B. To talk to an adult when they are feeling sad.</p> <p>C. Listen to others talk about their families.</p> <p>D. To talk about some things that are similar and different between friends.</p> <p>E. Recognise when someone else is happy, sad or angry.</p> <p>F. Identify things they are good at</p> <p>G. To recognise positive feelings when gaining praise from others.</p>	<p>A. Know the names of some emotions such as happy, sad, frightened, angry.</p> <p>B. Know why having friends is important.</p> <p>C. Know some qualities of a positive friendship.</p> <p>D. Know that they don't have to be 'the same as' to be a friend.</p> <p>E. Know what being proud means and that people can be proud of different things.</p> <p>F. Know that people can be good at different things.</p> <p>G. Know that families can be different.</p> <p>H. Know that people have different homes and why they are important to them.</p> <p>I. Able to celebrate success for themselves and others.</p>	<p>A. Identify what is bullying and what isn't.</p> <p>B. Know ways to help a person who is being bullied.</p> <p>C. Know who to tell if they or someone else is being bullied or is feeling unhappy.</p> <p>D. Understand how being bullied might feel.</p> <p>E. Know that people are unique and that it is OK to be different.</p> <p>F. Know skills to make friendships.</p> <p>G. Know that people have differences and similarities.</p> <p>H. Recognise ways in which they are the same as their friends and ways they are different.</p> <p>I. Verbalise some of the attributes that make them unique and special.</p>	<p>A. Know the difference between a one-off incident and bullying.</p> <p>B. Know that sometimes people get bullied because of difference.</p> <p>C. Know that friends can be different and still be friends.</p> <p>D. Know there are stereotypes.</p> <p>E. Know it is good to be yourself.</p> <p>F. Explain how being bullied can make someone feel.</p> <p>G. Know how to stand up for themselves when they need to.</p> <p>H. Understand that everyone's differences make them special and unique.</p> <p>I. Understand that boys and girls can be similar in lots of ways and that is OK.</p> <p>J. Know why families are important and can be different to others.</p>	<p>A. Know what it means to be a witness to bullying and that a witness can make the situation worse or better by what they do.</p> <p>B. Empathise with people who are bullied.</p> <p>C. Know that conflict is a normal part of relationships.</p> <p>D. Know that some words are used in hurtful ways and that this can have consequences.</p> <p>E. Know that sometimes family members don't get along and some reasons for this.</p> <p>F. Be able to show appreciation for their families, parents and carers.</p> <p>G. Be able to recognise, accept and give compliments.</p> <p>H. Recognise feelings associated with receiving a compliment.</p> <p>I. Recognise that they shouldn't judge people because they are different.</p> <p>J. Know that first impressions can change.</p>	<p>A. Know that some forms of bullying are harder to identify e.g., tactical ignoring, cyber-bullying.</p> <p>B. Know the reasons why witnesses sometimes join in with bullying and don't tell anyone.</p> <p>C. Identify feelings that a bystander might feel in a bullying situation.</p> <p>D. Know that sometimes people make assumptions about a person because of the way they look or act.</p> <p>E. Know there are influences that can affect how we judge a person or situation.</p> <p>F. Be comfortable with the way they look.</p> <p>G. Try to accept people for who they are.</p> <p>H. Identify their own culture and different cultures within their class community.</p> <p>I. Identify influences that have made them think or feel positively/negatively about a situation.</p> <p>J. Identify their own uniqueness.</p> <p>K. Identify when a first impression they had was right or wrong.</p>	<p>A. Know external forms of support regarding bullying e.g., Childline.</p> <p>B. Identify some strategies to encourage children who use bullying behaviours to make other choices.</p> <p>C. Identify a range of strategies for managing their own feelings in bullying situations.</p> <p>D. Know that bullying can be direct and indirect.</p> <p>E. Know what racism is and why it is unacceptable.</p> <p>F. Develop respect for cultures different from their own.</p> <p>G. Know that differences in culture can sometimes be a source of conflict.</p> <p>H. Identify their own attitudes about people from different faith and cultural backgrounds.</p> <p>I. Know that rumour-spreading is a form of bullying online and offline.</p> <p>J. Know how their life is different from the lives of children in the developing world.</p> <p>K. Appreciate people for who they are.</p>	<p>A. Know why some people choose to bully others.</p> <p>B. Know that people can hold power over others individually or in a group.</p> <p>C. Know that power can play a part in a bullying or conflict situation.</p> <p>D. Know that there are different perceptions of 'being normal' and where these might come from.</p> <p>E. Know that difference can be a source of celebration as well as conflict.</p> <p>F. Know that being different could affect someone's life.</p> <p>G. Know that people with disabilities can lead amazing lives.</p> <p>H. Empathise with people who are different and be aware of my own feelings towards them.</p> <p>I. Identify feelings associated with being excluded.</p> <p>J. Be able to recognise when someone is exerting power negatively in a relationship.</p> <p>K. Be able to vocalise their thoughts and feelings about prejudice and discrimination and why it happens.</p> <p>L. Appreciate the value of happiness regardless of material wealth.</p>

Dreams and Goals								
	P1.1	P1.2	P2.1	P2.2	P2.3	P3.1	P3.2	P3.3
<ul style="list-style-type: none"> • Aspirations • Goals • Challenges • Teamwork • Resilience • Jobs and Careers • Simple Budgeting 	<p>A. To seek help from an adult when something is difficult.</p> <p>B. Know that it is important to keep trying.</p> <p>C. To begin to encourage others.</p> <p>D. To begin to feel proud of their success.</p>	<p>A. Know how to set goals and work towards them.</p> <p>B. Know when they have achieved a goal.</p> <p>C. Understand that challenges can be difficult.</p> <p>D. Recognise some of the feelings linked to perseverance.</p> <p>E. Able to celebrate success of others and be proud of personal achievements.</p>	<p>A. Know how to set and achieve simple goals.</p> <p>B. Know that tackling a challenge can stretch their learning.</p> <p>C. Recognise things that they do well.</p> <p>D. Explain how they learn best.</p> <p>E. Recognise their own feelings when faced with, and overcome, a challenge or obstacle.</p> <p>F. Celebrate an achievement with a friend.</p>	<p>A. Know how to choose a realistic goal and think about how to achieve it.</p> <p>B. Know that it is important to persevere.</p> <p>C. Know how to share success with other people.</p> <p>D. Know that they are responsible for their own learning.</p> <p>E. Recognise how working with others can be helpful.</p> <p>F. Be able to describe their own achievements and the feelings linked to this.</p> <p>G. Recognise their own strengths as a learner.</p>	<p>A. Know what an obstacle is and how they can hinder achievement.</p> <p>B. Know how to take steps to overcome obstacles.</p> <p>C. Express their personal dreams and ambitions.</p> <p>D. Know about specific people who have overcome difficult challenges to achieve success.</p> <p>E. Know how to evaluate their own learning progress and identify how it can be better next time.</p> <p>F. Can break down a goal into small steps.</p> <p>G. Recognise how other people can help them to achieve their goals.</p>	<p>A. Know how to make a new plan and set new goals even if they have been disappointed.</p> <p>B. Know what their own hopes and dreams are.</p> <p>C. Know that hopes and dreams don't always come true.</p> <p>D. Know that reflecting on positive and happy experiences can help them to counteract disappointment.</p> <p>E. Have a positive and resilient attitude.</p> <p>F. Be able to identify and cope with disappointment.</p> <p>G. Recognise other people's achievements in overcoming difficulties.</p>	<p>A. Know that they will need money to help them to achieve some of their dreams.</p> <p>B. Know that different jobs pay more money than others.</p> <p>C. Verbalise what they would like their life to be like when they are grown up.</p> <p>D. Appreciate the contributions made by people in different jobs.</p> <p>E. Understand why they are motivated to make a positive contribution to supporting others.</p> <p>F. Help others to manage disappointment.</p> <p>G. Set success criteria so that they know when they have achieved their goal.</p>	<p>A. Appreciate the opportunities learning and education can give them.</p> <p>B. Know what their classmates like and admire about them.</p> <p>C. Know a variety of problems that the world is facing.</p> <p>D. Know some ways in which they could work with others to make the world a better place.</p> <p>E. Know what the learning steps are they need to take to achieve their goal.</p> <p>F. Understand why it is important to stretch the boundaries of their current learning.</p> <p>G. Be able to give praise and compliments to other people when they recognise that person's achievements.</p>

Relationships

	P1.1	P1.2	P2.1	P2.2	P2.3	P3.1	P3.2	P3.3
<ul style="list-style-type: none"> • Friendship • Family • Relationship • Conflict • Resolution • Communicate • Loss • Bereavement 	<p>A. To talk about what makes a good friend.</p> <p>B. Know that friends sometimes fall out.</p> <p>C. Know some ways to mend a friendship.</p> <p>D. Begin to recognise feelings of anger.</p>	<p>A. Know that unkind words can never be taken back and they can hurt.</p> <p>B. To understand the importance of making and accepting an apology.</p> <p>C. Know some reasons why others get angry.</p> <p>D. Can suggest ways to make a friend or help someone who is lonely.</p> <p>E. Can use different ways to mend a friendship.</p> <p>F. To talk about the characteristics of a good friend.</p>	<p>A. Know how to make a friend and explain what being a good friend means.</p> <p>B. Know about the different people in the school community and how they help.</p> <p>C. Can express how it feels to be part of a family and to care for family members.</p> <p>D. Can praise themselves and others.</p> <p>E. Can recognise some of their personal qualities.</p> <p>F. Know some of the characteristics of healthy and safe friendships.</p> <p>G. Know how to use strategies to help when feeling angry.</p>	<p>A. Know that friendships have ups and downs and sometimes change with time.</p> <p>B. Can identify who they trust in their own relationships.</p> <p>C. Know how to stay stop if someone is hurting them.</p> <p>D. Can recognise the value that families can bring.</p> <p>E. Can recognise and talk about the types of physical contact that is acceptable or unacceptable.</p> <p>F. Can identify the negative feelings associated with keeping a worry secret.</p> <p>G. Can identify the feelings associated with trust.</p> <p>H. Can say who they would go to for help if they were worried or scared.</p>	<p>A. Know some of the skills of friendship, e.g. taking turns, being a good listener.</p> <p>B. Know some strategies for keeping themselves safe online.</p> <p>C. Know that they and all children have rights (UNCRC)</p> <p>D. Know that stereotypes can be unfair.</p> <p>E. Know how some of the actions and work of people around the world help and influence my life.</p> <p>F. Know how to access help if they are concerned about anything on social media or the internet.</p> <p>G. Understand that they are connected to the global community in many ways.</p> <p>H. Can identify similarities in children's rights around the world.</p> <p>I. Can identify their own wants and needs and how these may be similar or different from other children in school and the global community.</p>	<p>A. Know some reasons why people feel jealousy.</p> <p>B. Can suggest positive strategies for managing jealousy.</p> <p>C. Know that jealousy can be damaging to relationships.</p> <p>D. Can identify people who are special to them and express why.</p> <p>E. Know that loss is a normal part of relationships.</p> <p>F. Know that negative feelings are a normal part of loss.</p> <p>G. Know that sometimes it is better for a friendship or relationship to end if it is causing negative feelings or is unsafe.</p> <p>H. Know that memories can support us when we lose a special person or animal.</p> <p>I. Can identify the feelings and emotions that accompany loss and suggest strategies for managing this.</p> <p>J. Can suggest ways to manage relationship changes including how to negotiate.</p>	<p>A. Know that there are rights and responsibilities in an online community or social network.</p> <p>B. Know that too much screen time isn't healthy and suggest ways to reduce this.</p> <p>C. Know how to stay safe when using technology to communicate with friends.</p> <p>D. Know that belonging to an online community can have positive and negative consequences.</p> <p>E. Can identify when an online community/social media group feels risky, uncomfortable, or unsafe.</p> <p>F. Know that a personality is made up of many different characteristics, qualities and attributes.</p> <p>G. Can suggest strategies for building self-esteem of themselves and others.</p> <p>H. Can suggest strategies for managing unhelpful pressures online or in social networks.</p> <p>I. Can resist pressure to do something online that might hurt themselves or others.</p>	<p>A. Know that it is important to take care of their own mental health.</p> <p>B. Recognise that people can get problems with their mental health and that it is nothing to be ashamed of.</p> <p>C. Can help themselves and others when worried about a mental health problem.</p> <p>D. Know the stages of grief and that there are different types of loss that cause people to grieve.</p> <p>E. Recognise when they are feeling grief and have strategies to manage them.</p> <p>F. Know some of the dangers of being 'online'.</p> <p>G. Know how to use technology safely and positively to communicate with their friends and family.</p> <p>H. Can take responsibility for their own safety and well-being.</p> <p>I. Demonstrate ways they could stand up for themselves and their friends in situations where others are trying to gain power or control.</p>

	P1.1	P1.2	P2.1	P2.2	P2.3	P3.1	P3.2	P3.3
<ul style="list-style-type: none"> • Coping with change • Positivity • Puberty • Respect • Life Cycles 	<p>A. Name some parts of the body.</p> <p>B. Understand how they have grown from a baby to an infant.</p> <p>C. Know that they can tell an adult if they are feeling unhappy.</p> <p>D. Begin to talk about things that make them happy.</p> <p>E. To talk about their visit to their new class.</p> <p>F. Talk about how they have changed since they were a baby.</p> <p>G. Talk about happy memories from a recent activity or event.</p>	<p>A. Know the names and functions of some parts of the body.</p> <p>B. Know that we grow from baby to adult.</p> <p>C. Know who to talk to if they are feeling worried.</p> <p>D. Know that sharing how they feel can help solve a worry.</p> <p>E. Recognise that changing class can elicit happy and/or sad emotions.</p> <p>F. Can say how they feel about changing class/ growing up.</p> <p>G. Can identify how they have changed from a baby.</p> <p>H. Can identify positive memories from the past year in school/home.</p>	<p>A. Know the names of male and female private body parts.</p> <p>B. Know that animals including humans have a life cycle.</p> <p>C. Know that changes happen when we grow up.</p> <p>D. Know that people grow at different rates and that is normal.</p> <p>E. Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these.</p> <p>F. Know who to ask for help if they are worried or frightened.</p> <p>G. Can express why they enjoy learning and understand that learning brings about change.</p> <p>H. Understand and accept that change is a natural part of getting older.</p> <p>I. Can suggest ways to manage change, e.g. moving to a new class.</p>	<p>A. Know the physical differences between male and female bodies.</p> <p>B. Know there are different types of touch and that some are acceptable and some are unacceptable.</p> <p>C. Know that life cycles exist in nature and that aging is a natural process including old age.</p> <p>D. Know that some changes are out of an individual's control.</p> <p>E. Know how their bodies have changed from when they were a baby and that they will continue to change as they age.</p> <p>F. Can appreciate that changes will happen and that some can be controlled and others not.</p> <p>G. Be able to express how they feel about changes.</p> <p>H. Can say what they are looking forward to in the next year.</p>	<p>A. Know that in animals and humans lots of changes happen between conception and growing up.</p> <p>B. Know that in nature it is usually the female that carries the baby.</p> <p>C. Know that in humans a mother carries the baby in her uterus (womb) and this is where it develops.</p> <p>D. Know that babies need love and care from their parents/carers.</p> <p>E. Know some of the changes that happen between being a baby and a child.</p> <p>F. Can identify stereotypical family roles and challenge these ideas.</p> <p>G. Can recognise the independence and responsibilities they have now compared to being a baby or toddler.</p> <p>H. Can identify changes they are looking forward to in the next year.</p>	<p>A. Know that personal characteristics are inherited from birth parents.</p> <p>B. Know that change can bring about a range of different emotions.</p> <p>C. Know that personal hygiene is important.</p> <p>D. Know that change is a normal part of life and that some cannot be controlled and have to be accepted.</p> <p>E. Can appreciate their own uniqueness and that of others.</p> <p>F. Have strategies for managing the emotions relating to change.</p> <p>G. Can describe the emotions that a new baby can bring to a family.</p> <p>H. Can express how they feel about becoming a teenager.</p>	<p>A. Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally.</p> <p>B. Know that becoming a teenager involves various changes and also brings growing responsibility.</p> <p>C. Know what perception means and that perceptions can be right or wrong.</p> <p>D. Can celebrate what they like about their own and others' self-image and body image.</p> <p>E. Can suggest ways to boost self-esteem of self and others.</p> <p>F. Recognise that puberty is a natural process that happens to everybody and that it will be OK for them.</p> <p>G. Can say who they can talk to if concerned about puberty or becoming a teenager/adult.</p>	<p>A. Know that sexual intercourse can lead to conception.</p> <p>B. Know the names of the different internal and external body parts that are needed to make a baby.</p> <p>C. Know how a baby develops from conception through the nine months of pregnancy and how it is born.</p> <p>D. Know how being physically attracted to someone changes the nature of the relationship.</p> <p>E. Can express how they feel about the changes that will happen to them during puberty.</p> <p>F. Understand that mutual respect is essential in a relationship and that they shouldn't feel pressured into doing something that they don't want to.</p> <p>G. Can suggest ways to help them manage feelings during changes they are more anxious about.</p> <p>H. Use strategies to prepare themselves emotionally for the transition (changes) to secondary school.</p>

Healthy Me

	P1.1	P1.2	P2.1	P2.2	P2.3	P3.1	P3.2	P3.3
<ul style="list-style-type: none"> • Drugs and Alcohol • Education • Self-Esteem • Confidence • Healthy Lifestyles • Choices 	<p>A. To talk about people who help you.</p> <p>B. Know the names for some parts of their body.</p> <p>C. Know how to wash their hands properly.</p> <p>D. Know that they need to exercise to keep healthy.</p> <p>E. To talk about healthy foods.</p> <p>F. To begin to understand why sleep and rest is important.</p>	<p>A. Know some things that they need to do to keep healthy.</p> <p>B. Know that they need to exercise to keep healthy.</p> <p>C. Can give examples of healthy food.</p> <p>D. Recognise how different foods can make them feel.</p> <p>E. Can explain how they might feel if they don't get enough sleep.</p> <p>F. Know about people who can keep them safe.</p>	<p>A. Know the difference between being healthy and unhealthy.</p> <p>B. Know how to make healthy lifestyle choices.</p> <p>C. Know that all household products, including medicines, can be harmful if not used properly.</p> <p>D. Know how to keep themselves clean and healthy.</p> <p>E. Know that germs cause disease and illness.</p> <p>F. Recognise when they feel frightened and know how to ask for help.</p> <p>G. Can explain what to do if a stranger approaches them.</p> <p>H. Feel good about themselves when they make healthy choices.</p> <p>I. Describe how the body feels before, during and after exercise.</p>	<p>A. Know what their body needs to stay healthy.</p> <p>B. Explain why it is important to warm-up and cool-down.</p> <p>C. Know why healthy snacks are good for their bodies.</p> <p>D. Know that it is important to use medicines safely.</p> <p>E. Know what makes them feel relaxed or stressed.</p> <p>F. Feel positive about caring for their bodies and keeping it healthy.</p> <p>G. Desire to make healthy lifestyle choices.</p> <p>H. Identify when a feeling is weak and when a feeling is strong.</p> <p>I. Know how to keep safe when crossing the road.</p>	<p>A. Know how exercise affects their bodies.</p> <p>B. Know the importance of strength and flexibility for physical activity.</p> <p>C. Recognise what it feels like to make a healthy choice.</p> <p>D. Know that the number of calories, fat and sugar that they put into their bodies will affect their health.</p> <p>E. Know that there are different types of drugs.</p> <p>F. Know that there are things, places and people that can be dangerous.</p> <p>G. Know when something feels safe or unsafe.</p> <p>H. Know a range of strategies to keep themselves safe.</p> <p>I. Know that their bodies are complex and need taking care of.</p> <p>J. Can express how being anxious or scared feels.</p>	<p>A. Know the facts about smoking, drugs and alcohol and their effects on health.</p> <p>B. Explain some safety principles when preparing for and during exercise.</p> <p>C. Know why their hearts and lungs are such important organs.</p> <p>D. Know ways to resist when people are putting pressure on them.</p> <p>E. Know what they think is right and wrong.</p> <p>F. Know how different friendship groups are formed and how they fit into them.</p> <p>G. Know that they can take on different roles according to the situation.</p> <p>H. Can identify the feelings that they have about their friends and different friendship groups.</p> <p>I. Can tap into their inner strength and know-how to be assertive.</p> <p>J. Recognise how different people and groups they interact with impact on them.</p>	<p>A. Understand why exercise is good for health, fitness, flexibility and wellbeing.</p> <p>B. Know basic emergency procedures, including the recovery position.</p> <p>C. Know how to keep calm and get help in emergency situations.</p> <p>D. Know that the media, social media and celebrity culture promotes certain body types.</p> <p>E. Respect and value their own bodies.</p> <p>F. Accept and respect themselves for who they are.</p> <p>G. Can reflect on their own body image and know how important it is that this is positive.</p> <p>H. Recognise negative feelings in peer pressure situations.</p> <p>I. Can identify the feelings of anxiety and fear associated with peer pressure.</p> <p>J. Be motivated to keep themselves healthy and happy.</p>	<p>A. Know how to take responsibility for their own health.</p> <p>B. Know why and how to stretch major parts of body before and after exercise.</p> <p>C. Know what it means to be emotionally well.</p> <p>D. Know how to make choices that benefit their own health and well-being.</p> <p>E. Know that stress can be triggered by a range of things.</p> <p>F. Know that some people can be exploited and made to do things that are against the law.</p> <p>G. Suggest strategies someone could use to avoid being pressured.</p> <p>H. Can use different strategies to manage stress and pressure.</p> <p>I. Identify ways that someone who is being exploited could help themselves.</p> <p>J. Are motivated to care for their own physical and emotional health.</p>

	P1.1	P1.2	P2.1	P2.2	P2.3	P3.1	P3.2	P3.3
	<p>A. Show increasing control over an object by throwing, catching, rolling, patting or kicking.</p> <p>B. Throw an object towards an intended target.</p> <p>C. Play games that have rules to follow.</p>	<p>A. Hit a ball with a bat or racquet.</p> <p>B. Throw an object at a target, including using underarm.</p> <p>C. Catch equipment using two hands.</p> <p>D. Move a ball in different ways, including bouncing and kicking.</p> <p>E. Use equipment to control a ball.</p> <p>F. Kick an object at a target.</p> <p>G. Play a range of chasing games and follow simple rules.</p>	<p>A. Use hitting skills in a game.</p> <p>B. Throw underarm and overarm.</p> <p>C. Use rolling and bouncing skills in a game.</p> <p>D. Practise accurate throwing and consistent catching.</p> <p>E. Travel with a ball in different ways and directions (side to side, forwards and backwards) with control and fluency.</p> <p>F. Pass the ball to another player in a game.</p> <p>G. Use kicking skills in a game.</p> <p>H. Use simple defensive terms and skills such as marking a player or defending a space.</p> <p>I. Use simple attacking terms and skills such as dodging to get past a defender.</p> <p>J. Follow simple rules to play games, including team games.</p>	<p>A. Strike or hit a ball with increasing control.</p> <p>B. Learn skills for playing striking and fielding games.</p> <p>C. Position the body to strike a ball.</p> <p>D. Throw different types of equipment in different ways, for accuracy and distance.</p> <p>E. Throw, catch and bounce a ball with a partner and within a game.</p> <p>F. Use hand-eye coordination to control a ball.</p> <p>G. Bounce and kick a ball whilst moving.</p> <p>H. Use kicking and dribbling skills in a game.</p> <p>I. Know how to pass the ball in different ways.</p> <p>J. Use at least one technique to attack or defend to play a game successfully.</p> <p>K. Understand the importance of rules in games.</p>	<p>A. Demonstrate successful hitting, striking and fielding skills.</p> <p>B. Practise the correct batting technique and use it in a game.</p> <p>C. Perform a range of throwing, catching and gathering skills with control and accuracy.</p> <p>D. Throw a ball in different ways (e.g., high, low, fast or slow).</p> <p>E. Develop a safe and effective overarm bowl.</p> <p>F. Move with the ball in a variety of ways with some control.</p> <p>G. Use two different ways of move or pass with a ball in a game.</p> <p>H. Know how to keep and win back possession of the ball in a team game.</p> <p>I. Use fielding skills to stop a ball from travelling past them.</p> <p>J. Apply and follow rules fairly.</p> <p>K. Understand and begin to apply the basic principles of invasion games.</p>	<p>A. Use a bat, racquet or stick to hit a ball or shuttlecock with accuracy and control.</p> <p>B. Accurately serve underarm. Build a rally with a partner.</p> <p>C. Use at least two different shots in a game situation.</p> <p>D. Use hand-eye coordination to strike a moving and a stationary ball.</p> <p>E. Develop different ways of throwing and catching.</p> <p>F. Move with the ball using a range of techniques showing control and fluency.</p> <p>G. Pass the ball with increasing speed, accuracy and success in a game situation.</p> <p>H. Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game.</p> <p>I. Use a range of attacking and defending skills and techniques in a game.</p> <p>J. Use fielding skills as an individual to prevent a player from scoring.</p> <p>K. Vary the tactics they use in a game.</p> <p>L. Adapt rules to alter games.</p>	<p>A. Identify and apply techniques for hitting a tennis ball.</p> <p>B. Explore when different shots are best used.</p> <p>C. Develop a backhand technique and use it in a game.</p> <p>D. Play a tennis game using an overhead serve.</p> <p>E. Consolidate different ways of throwing and catching and know when each is appropriate in a game.</p> <p>F. Use a variety of ways to dribble in a game with success.</p> <p>G. Use ball skills in various ways and begin to link together.</p> <p>H. Pass a ball with speed and accuracy using appropriate techniques in a game situation.</p> <p>I. Choose the best tactics for attacking and defending.</p> <p>J. Use fielding skills as a team to prevent the opposition from scoring.</p> <p>K. Know when to pass and when to dribble in a game.</p> <p>L. Devise and adapt rules to create their own game.</p>	<p>A. Hit a bowled ball over longer distances.</p> <p>B. Use good hand-eye coordination to be able to direct a ball when striking or hitting.</p> <p>C. Understand how to serve to start a game.</p> <p>D. Show confidence in using ball skills in various ways in a game situation, and link these together effectively.</p> <p>E. Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g., passing and receiving the ball on the move.</p> <p>F. Keep and win back possession of the ball effectively and in a variety of ways in a team game.</p> <p>G. Think ahead and create a plan of attack or defence.</p> <p>H. Apply knowledge of skills for attacking and defending.</p> <p>I. Work as a team to develop fielding strategies to prevent the opposition from scoring.</p> <p>J. Follow and create complicated rules to play a game successfully.</p> <p>K. Communicate and lead others during a game.</p>

	P1.1	P1.2	P2.1	P2.2	P2.3	P3.1	P3.2	P3.3
	<p>A. Develop awareness of space while moving under, over, and through different objects safely.</p> <p>B. Develop ability to create body shapes – straight, star, arch, tuck.</p> <p>C. Move from one shape to another with increasing control.</p> <p>D. Balance and hold body shapes.</p> <p>E. Jump into a shape – star jump, straight jump.</p> <p>F. Land on two feet safely.</p>	<p>A. Create a short sequence of movements.</p> <p>B. Jump in a range of ways from one space to another with control.</p> <p>C. Travel in different ways - bunny hop, tiptoe, step, soldier crawl, foxes, skipping, jump and hop.</p> <p>D. Roll in different ways with control - curled side roll (egg roll) log roll (pencil roll).</p> <p>E. Begin to balance with control - standing balances.</p> <p>F. Develop different styles of jumping - straight jump tuck jump, jumping jack, half turn jump.</p>	<p>A. Create and perform a movement sequence with increasing control and care.</p> <p>B. Copy actions and movement sequences with a beginning, middle and end.</p> <p>C. Recognise and copy contrasting actions (small/tall, narrow/wide).</p> <p>D. Travel and link actions in different ways, changing direction and speed: Bunny hop, Front support, wheelbarrow with partner, Hopscotch, Galloping.</p> <p>E. Revisit previous rolls and extend: teddy bear roll.</p> <p>F. Hold still shapes and simple balances: Standing balances, Kneeling balances, Pike, tuck, star, straight, straddle shapes.</p> <p>G. Carry out a range of simple jumps, landing safely: straight jump, tuck jump, jumping jack half turn jump, cat spring.</p> <p>H. Development of vault skills: straight jump off springboard.</p>	<p>A. Experiment with various actions and movements to create their own sequence, including use of apparatus at different levels.</p> <p>B. Copy and repeat a partners sequence.</p> <p>C. Practise, improve and refine linked actions to make a sequence.</p> <p>D. Climb onto and jump off equipment safely.</p> <p>E. Travel and link in a variety of ways: T-lever, scissor kick, straight jump, half-turn, quarter turn, full turn.</p> <p>F. Revisit previous rolls and extend: rocking for forward roll, crouched forward roll.</p> <p>G. Hold a still shape whilst balancing on different points of the body: standing balances, kneeling balances, large body part balances, balances on apparatus, balances with a partner, pike, tuck, star, straight, straddle shapes front and back support.</p> <p>H. Jump in a variety of ways and land with increasing control and balance: half turn, quarter turn and full turn jumps, cat spring to straddle.</p> <p>I. Development of vault skills: hurdle step onto springboard, straight jump off springboard, tuck jump off springboard.</p>	<p>A. Choose ideas to compose a movement sequence independently and with others.</p> <p>B. Link combinations of actions with increasing confidence, including changes of direction, jumps, speed or level.</p> <p>C. Develop the quality of their actions, shapes and balances, moving with coordination, flexibility, control and care.</p> <p>D. Create interesting body shapes, symmetric and asymmetric, while holding balances with control and confidence.</p> <p>E. Develop travelling & linking skills: handstand, lunge into handstand cartwheel, chassis steps.</p> <p>F. Revisit previous rolls and extend: forward roll from standing, tucked backward roll.</p> <p>G. Develop learned balances further through matching and contrasting with a partner.</p> <p>H. Develop Jumping skills: straight jump, tuck jump, jumping jack, star jump, straddle jump, pike jump, cat leap.</p> <p>I. Development of vault skills: hurdle step onto springboard, squat on vault, star jump off, tuck jump off, straddle jump off, pike jump off.</p>	<p>A. Create a sequence that fits a theme, with a clear start and finish, including a range of actions, directions and levels.</p> <p>B. Move with clarity, flexibility, fluency and expression, showing changes of direction, speed and level during a performance.</p> <p>C. Revisit previous travelling & linking skills and extend: lunge into cartwheel, straight jump full turn, cat leap half turn.</p> <p>D. Revisit previous rolls and extend: forward roll from standing, straddled forward roll, tucked backward roll.</p> <p>E. Improve the placement and alignment of body parts in balances.</p> <p>F. Carry out balances, recognising the position of their centre of gravity and how this affects the balance.</p> <p>G. Revisit previous balances and extend: 1, 2, 3 and 4-point balances, balances on apparatus, balances with and against a partner.</p> <p>H. Revisit previous jumps and extend: straight jump full-turn and cat leap half-turn.</p> <p>I. Use equipment to vault in a variety of ways and extend: straddle on vault.</p>	<p>A. Select ideas to compose specific sequences of movements, shapes and balances using equipment.</p> <p>B. Adapt their sequences to fit new criteria or suggestions.</p> <p>C. Perform jumps, shapes and balances fluently and with control.</p> <p>D. Revisit previous travelling & linking skills and extend: lunge into round off, cat leap full turn, hurdle step, pivot.</p> <p>E. Travel in different ways, including using flight.</p> <p>F. Revisit previous rolls and extend: Pike forward roll, backward roll to straddle.</p> <p>G. Confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity and where it should be in relation to the base of the balance.</p> <p>H. Revisit previous balances and extend: part body weight, partner balances</p> <p>I. Revisit previous jumps and extend: Stag jump and split leap.</p> <p>J. Confidently use equipment to vault in a variety of ways and develop a squat through vault.</p>	<p>A. Create complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching.</p> <p>B. Demonstrate precise and controlled placement of body parts in their actions, shapes and balances.</p> <p>C. Develop strength, technique and flexibility.</p> <p>D. Apply skills and techniques consistently, showing precision and control.</p> <p>E. Revisit previous travelling & linking skills and extend: hurdle step into cartwheel, hurdle step into round-off.</p> <p>F. Revisit previous rolls and extend: dive forward roll, backward roll to standing pike, pike backward roll.</p> <p>G. Revisit previous balances and develop technique, control and complexity, extending to part-weight partner balances and group formations.</p> <p>H. Revisit previous jumps and extend: cat leap full-turn, stag leap.</p> <p>I. Confidently use equipment to vault and incorporating them into sequences, extending to straddle over vault.</p>

	P1.1	P1.2	P2.1	P2.2	P2.3	P3.1	P3.2	P3.3
	<p>A. Run, start and stop at a given signal.</p> <p>B. Hop and skip in different directions.</p> <p>C. Jump and land safely.</p> <p>D. Throw objects underarm to a short distance.</p>	<p>A. Run in different ways for a variety of purposes.</p> <p>B. Gallop in different directions, while alternating their lead foot.</p> <p>C. Jump in a range of ways, landing safely.</p> <p>D. Jump as high as possible.</p> <p>E. Leap as far as possible, using arms swings for technique.</p> <p>F. Perform a short jumping sequence.</p> <p>G. Throw objects and equipment underarm.</p> <p>H. Throw an object at a target.</p>	<p>A. Vary their pace and speed when running.</p> <p>B. Run with a basic technique over different distances.</p> <p>C. Improve posture, agility, coordination and balance.</p> <p>D. Sprint in a straight line.</p> <p>E. Maintain control as when changing direction when jogging, running or sprinting.</p> <p>F. Perform different types of jumps: two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot.</p> <p>G. Jump as far and as high as possible, landing safely with control.</p> <p>H. Throw underarm and overarm.</p> <p>I. Throw a ball towards a target with increasing accuracy.</p> <p>J. Improve the distance they can throw by using more power.</p>	<p>A. Use a variety of different stride lengths and paces when running.</p> <p>B. Begin to select the most suitable pace and speed for distance.</p> <p>C. Run with basic techniques following a curved line.</p> <p>D. Be able to maintain and control a run over different distances.</p> <p>E. Combine different jumps together with fluency and control.</p> <p>F. Jump for distance from a standing position with accuracy and control.</p> <p>G. Develop an effective take-off, flight phase and landing for the standing long jump.</p> <p>H. Throw different types of equipment in different ways, for accuracy and distance.</p> <p>I. Throw with accuracy at targets of different heights.</p> <p>J. Alter their throwing technique to achieve greater distance.</p>	<p>A. Focus on their arm and leg action to improve their sprinting technique.</p> <p>B. Begin to combine running with jumping over hurdles.</p> <p>C. Focus on trail leg and lead leg action when running over hurdles.</p> <p>D. Understand the importance of adjusting running pace to suit the distance being run.</p> <p>E. Use one and two feet to take off and to land with.</p> <p>F. Learn how to combine a hop, step and jump to perform the standing triple jump.</p> <p>G. Explore the most appropriate jumps to cover different distances.</p> <p>H. Know that the leg muscles are used when performing a jumping action.</p> <p>I. Throw with increasing control, distance and accuracy, including overarm throw.</p> <p>J. Perform a push throw.</p>	<p>A. Confidently demonstrate an improved technique for sprinting.</p> <p>B. Carry out an effective sprint finish.</p> <p>C. Perform a relay, focusing on the baton changeover technique.</p> <p>D. Speed up and slow down smoothly.</p> <p>E. Develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight.</p> <p>F. Land safely and with control.</p> <p>G. Begin to measure the distance jumped.</p> <p>H. Throw a variety of equipment using a range of throwing techniques.</p> <p>I. Perform a pull throw.</p> <p>J. Measure the distance of their throws to gauge progress in technique.</p>	<p>A. Accelerate from a variety of starting positions and select their preferred position.</p> <p>B. Identify their reaction times when performing a sprint start.</p> <p>C. Select the most suitable pace for the distance and their fitness level to maintain a sustained run.</p> <p>D. Identify and demonstrate stamina, explaining its importance for runners.</p> <p>E. Improve techniques for jumping for distance.</p> <p>F. Perform an effective standing long jump.</p> <p>G. Perform the standing triple jump and vertical with increased confidence.</p> <p>H. Measure the distance and height jumped with accuracy.</p> <p>I. Perform a fling throw.</p> <p>J. Measure and record the distance of their throws.</p>	<p>A. Recap, practise and refine an effective sprinting technique, including reaction time.</p> <p>B. Build up speed quickly for a sprint finish.</p> <p>C. Run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern.</p> <p>D. Accelerate to pass other competitors.</p> <p>E. Work as a team to competitively perform a relay.</p> <p>F. Confidently and independently select the most appropriate pace for different distances and different parts of the run.</p> <p>G. Demonstrate endurance and stamina over longer distances to maintain a sustained run.</p> <p>H. Maintain control at each of the different stages of the vertical, long and triple jump.</p> <p>I. Perform a heave throw.</p> <p>J. Lead running, jumping and throwing activities, measuring performance, to improve confidence and accuracy.</p>

Orienteering

	P1.1	P1.2	P2.1	P2.2	P2.3	P3.1	P3.2	P3.3
	<p>A. Solve challenges with support from others.</p> <p>B. Explore moving in space and following a path.</p> <p>C. Explore activities where I need to make my own decisions.</p> <p>D. Locate areas on a simple map.</p>	<p>A. Know that talking with a partner will help solve challenges e.g. 'let's go to the green hoop next'.</p> <p>B. To know that forwards and backwards are two opposing directions.</p> <p>C. To know that left and right are two opposing directions.</p> <p>D. Understand that maps represent objects in reality.</p> <p>E. Know name of colours and equipment.</p> <p>F. Recognise features on a map using shape and size.</p> <p>G. Use known features to locate an object on a basic map and on the ground.</p>	<p>A. Work collaboratively with others, checking accuracy to help to solve challenges.</p> <p>B. Know that using short instructions and directional language will help my partner.</p> <p>C. Follow and create a simple diagram/map.</p> <p>D. Understand that the map tells us what to do.</p> <p>E. Understand what a key is and its importance.</p> <p>F. Follow a path and lead others to a single point.</p> <p>G. Communicate simple instructions and listen to others.</p> <p>H. Represent information on a diagram or map.</p> <p>I. Recognise a real-life representation of a basic diagram and navigate to a single point.</p>	<p>A. Know that listening to each other's ideas may provide alternative solutions.</p> <p>B. Identify basic orienteering symbols and colours using a key.</p> <p>C. Understand that a diagram/map is a bird's eye representation of the ground.</p> <p>D. Recognise, orientate and follow the school orienteering map.</p> <p>E. Use a map/diagram to navigate to 4 different points, avoiding obstacles.</p> <p>F. Listen to others and communicate to complete a task.</p> <p>G. Understand how directions can change depending on which way a person is facing.</p> <p>H. Use encouraging words when speaking to a partner or group to help them to trust me.</p> <p>I. Develop decision making and problem-solving skills whilst physically active.</p>	<p>A. Work individually, in pairs and in larger teams, planning and co-operating effectively and allocating roles.</p> <p>B. Transfer information on a diagram into reality, using unfamiliar symbols, following a set order.</p> <p>C. Know how to hold a map so that items match up to the items that have been placed out.</p> <p>D. Identify their location on a map.</p> <p>E. Identify basic orienteering symbols and colours using the legend [map key].</p> <p>F. Follow and give verbal and written commands to move north, south, east, west and north-east, south-east, south-west and north-west.</p> <p>G. Orientate and set a map, using known features, to travel to and from control points, allocated by an adult.</p> <p>H. Follow and give instructions and accept other peoples' ideas.</p>	<p>A. Understand and carry out the physical skills needed for orienteering: agility, balance, co-ordination whilst holding or looking at the map.</p> <p>B. Orientate and set a map using a mechanical or electronic compass, aligning it with their position on the map and the North lines.</p> <p>C. Understand that the directions north, south, east, west and north-east, south-east, south-west and north-west do not change, regardless of which way a person is facing.</p> <p>D. Orientate and set a map, whilst travelling a route involving more than 4 points.</p> <p>E. Orientate and set a map, using known features, to travel to and from control points, chosen independently.</p> <p>F. Know that discussing the advantages and disadvantages of ideas will help form conclusion about which idea to use.</p> <p>G. Explore a variety of communication methods with increasing success.</p>	<p>A. Work individually, in pairs and in larger teams to review and evaluate performance, on-the-go, and adapt quickly to improve including changing roles.</p> <p>B. Use a compass to identify which way is North to assist travelling in all 8 compass point directions.</p> <p>C. Orientate and set complex maps, whilst travelling a route involving more than 4 points.</p> <p>D. Using basic diagrams/maps, draw their own routes for others to follow.</p> <p>E. Make tactical decisions to travel the orienteering course in the quickest and most efficient manner, ensuring the rules are followed.</p> <p>F. Know how to be descriptive but concise when giving instructions e.g. 'two steps to the left'.</p> <p>G. Understand that there are different types of communication, including non-verbal.</p> <p>H. Explain the benefits of orienteering-style activities to others.</p>	<p>A. Organise and plan an event which requires adventure and map reading skills.</p> <p>B. Make tactical decisions to travel the orienteering course to meet a different purpose such as "developing stamina" or "develop clear and concise communication".</p> <p>C. Pool ideas within a group, selecting and applying the best method to solve a problem.</p> <p>D. Orientate maps efficiently to navigate around a course with multiple points.</p> <p>E. Know that good communication skills are key to solving problems and working effectively as a team.</p> <p>F. Inclusively communicate with others, share job roles and lead when necessary.</p> <p>G. Think creatively to solve a challenge whilst abiding by the rules.</p> <p>H. Recognise and discuss the dangers of orienteering tasks and how to keep themselves and others safe.</p>

Competing, Performing & Evaluating

	P1.1	P1.2	P2.1	P2.2	P2.3	P3.1	P3.2	P3.3
	<p>A. Begin to identify when I am successful.</p> <p>B. Play games with others.</p> <p>C. Talk about what they have done.</p>	<p>A. Control my body when performing a sequence of movements.</p> <p>B. Participate in simple games and activities.</p> <p>C. Talk about their performances and those of others, suggesting how to improve.</p>	<p>A. Engage in competitive activities and team games.</p> <p>B. Begin to perform learnt skills with some coordination control.</p> <p>C. Identify success and make basic observations about how to improve.</p>	<p>A. Compete against self and others.</p> <p>B. Perform sequences of their own composition with coordination with increasing control.</p> <p>C. Observe performances, describing similarities and differences, to improve their own work.</p>	<p>A. Compete against self and others in a controlled manner.</p> <p>B. Perform and apply skills and techniques with control and accuracy.</p> <p>C. Observe, describe and evaluate the effectiveness of a performance, and how this has improved over time.</p>	<p>A. Take part in a range of competitive games and activities.</p> <p>B. Perform learnt skills and techniques with control and confidence, while developing the quality of the actions in their performances.</p> <p>C. Modify their use of skills or techniques to achieve a better result.</p>	<p>A. Take part in competitive games with a strong understanding of tactics and composition.</p> <p>B. Consistently perform and apply skills and techniques with accuracy and control.</p> <p>C. Choose and use criteria to evaluate own and others' performance.</p>	<p>A. Take part in a range of competitive games to develop team spirit, positive attitude, fairness and motivate and support others.</p> <p>B. Perform and apply a variety of skills and techniques confidently, consistently and with precision.</p> <p>C. Evaluate their own and others' work, suggesting appropriate improvements, the skills/techniques used and the effect they have had on their performance.</p>