

Alderwood Engage Springboard - P.E. Programme of Study 2025/26



KEY STAGE 2 PE - PROGRAMME OF STUDY	
Prior learning (KS1)	<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement patterns
KS2 Purpose and Aims	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best <p>Swimming and Water Safety</p> <p>All schools must provide swimming instruction either in key stage 1 or key stage 2.</p> <p>In particular, pupils should be taught to:</p>

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	<ul style="list-style-type: none"> swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations 	
Area of study	What pupils should be taught	How
Movement	<p>Pupils should be taught to develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>And perform dances using a range of movement patterns</p>	This area of study will be covered through the gymnastics and athletics units (see individual activities within 'On the Move' planning)
Using skills, techniques	Pupils should be taught use running, jumping, throwing and catching in isolation and in combination	This area of study will be covered through the athletics and games units (see individual activities within 'On the Move' planning)
Cooperation	Pupils should play team games, modified where appropriate [for example, football, hockey, netball, rounders], and apply basic principles suitable for working together, collaborating and cooperating.	This area of study will be covered through the games units (see individual activities within 'On the Move' planning)
Competition	Pupils should play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending	This area of study will be covered through the games units (see individual activities within 'On the Move' planning)
Challenge	Pupils should take part in outdoor and adventurous activity challenges both individually and within a team	This area of study will be covered across all of the activity areas (see individual activities within 'On the Move' planning)

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Preparation for life and participation	<p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best and to understand how to improve.</p> <p>Pupils should be encouraged to make use of outside provider links, clubs and local initiatives.</p>	This area of study will be covered through the gymnastics, athletics and games units (see individual activities within 'On the Move' planning)
Health and fitness	Pupils should aim to be physically active for sustained periods time and lead healthy, active lives	This area of study will be covered across all of the activity areas (see individual activities within 'On the Move' planning)
Swimming	<p>All pupils must be taught to swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].</p> <p>Perform safe self-rescue in different water-based situations</p>	Swimming is currently delivered by an external swimming coach via Ipswich Borough Council (IBC) who use the IBC Awards Scheme for their assessment framework.

Key stage 2- Gymnastics							
Curriculum Area of study	Health and fitness	Using skills, techniques and movement	Using skills, techniques and movement	Using skills, techniques and movement	Using skills, techniques and movement	Using skills, techniques and movement	Preparation for life and participation
Key concepts	Health and fitness	Acquiring and Developing Skills in Gymnastics (General)	Specific skills – Rolls	Specific skills – Jumps	Specific skills – Travel	Specific skills – Shapes and Balances	Compete/perform
Year 3	<p>Recognise and describe the effects of exercise on the body.</p> <p>Know the importance of strength and</p>	<p>Choose ideas to compose a movement sequence independently and with others.</p> <p>Link combinations of actions with increasing confidence, including</p>	<p>Crouched forward roll</p> <p>Forward roll from standing</p> <p>Tucked backward roll</p>	<p>Straight jump</p> <p>Tuck jump</p> <p>Jumping jack</p> <p>Star jump</p> <p>Straddle jump</p> <p>Pike jump</p>	<p>Tiptoe, step, jump and hop</p> <p>Hopscotch</p> <p>Skipping</p> <p>Chassis steps</p>	<p>Large and small body part balances, including standing and kneeling balances</p>	<p>Develop the quality of the actions in their performances.</p> <p>Perform learnt skills and techniques</p>

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	<p>flexibility for physical activity.</p> <p>Explain why it is important to warm up and cool down.</p>	<p>changes of direction, speed or level.</p> <p>Develop the quality of their actions, shapes and balances.</p> <p>Move with coordination, control and care.</p> <p>Use turns whilst travelling in a variety of ways.</p> <p>Use a range of jumps in their sequences.</p> <p>Begin to use equipment to vault.</p> <p>Create interesting body shapes while holding balances with control and confidence.</p> <p>Begin to show flexibility in movements</p>		<p>Straight jump half-turn</p>	<p>Straight jump half turn</p> <p>Cat leap</p>	<p>Balances on apparatus</p> <p>Matching and contrasting partner balances</p> <p>Pike, tuck, star, straight, straddle shapes</p> <p>Front and back support</p>	<p>with control and confidence.</p> <p>Compete against self and others in a controlled manner.</p>
Year 4	<p>Describe how the body reacts at different times and how this affects performance.</p> <p>Explain why exercise is good for your health.</p> <p>Know some reasons</p>	<p>Create a sequence of actions that fit a theme.</p> <p>Use an increasing range of actions, directions and levels in their sequences.</p> <p>Move with clarity, fluency and expression.</p> <p>Show changes of direction, speed and level during a performance.</p> <p>Travel in different ways, including using flight.</p>	<p>Forward roll from standing</p> <p>Straddle forward roll</p> <p>Tucked backward roll</p> <p>Backward roll to straddle</p>	<p>Straight jump</p> <p>Tuck jump</p> <p>Jumping jack</p> <p>Star jump</p> <p>Straddle jump</p> <p>Pike jump</p> <p>Straight jump half-turn</p> <p>Straight jump full-turn</p> <p>Cat leap</p>	<p>Tiptoe, step, jump and hop</p> <p>Hopscotch</p> <p>Skipping</p> <p>Chassis steps</p> <p>Straight jump half turn</p> <p>Straight jump full turn</p> <p>Cat leap</p> <p>Cat leap half turn</p>	<p>1, 2, 3 and 4-point balances</p> <p>Balances on apparatus</p> <p>Balances with and against a partner</p> <p>Pike, tuck, star, straight, straddle shapes</p> <p>Front and back support</p>	<p>Perform and create sequences with fluency and expression.</p> <p>Perform and apply skills and techniques with control and accuracy.</p>

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		<p>Improve the placement and alignment of body parts in balances.</p> <p>Use equipment to vault in a variety of ways.</p> <p>Carry out balances, recognising the position of their centre of gravity and how this affects the balance.</p> <p>Begin to develop good technique when travelling, balancing and using equipment.</p> <p>Develop strength, technique and flexibility throughout performances.</p>		Cat leap half-turn	Pivot		
Year 5	<p>Know and understand the reasons for warming up and cooling down.</p> <p>Explain some safety principles when preparing for and during exercise.</p>	<p>Select ideas to compose specific sequences of movements, shapes and balances.</p> <p>Adapt their sequences to fit new criteria or suggestions.</p> <p>Perform jumps, shapes and balances fluently and with control.</p> <p>Confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity and where it should be in</p>	<p>Forward roll from standing</p> <p>Straddle forward roll</p> <p>Pike forward roll</p> <p>Tucked backward roll</p> <p>Backward roll to straddle</p>	<p>Straight jump</p> <p>Tuck jump</p> <p>Jumping jack</p> <p>Star jump</p> <p>Straddle jump</p> <p>Pike jump</p> <p>Stag jump</p> <p>Straight jump half-turn</p> <p>Straight jump full-turn</p> <p>Cat leap</p> <p>Cat leap half-turn</p>	<p>Tiptoe, step, jump and hop</p> <p>Hopscotch</p> <p>Skipping</p> <p>Chassis steps</p> <p>Straight jump half turn</p> <p>Straight jump full turn</p> <p>Cat leap</p> <p>Cat leap half turn</p> <p>Pivot</p>	<p>1, 2, 3 and 4-point balances</p> <p>Balances on apparatus</p> <p>Part body weight partner balances</p> <p>Pike, tuck, star, straight, straddle shapes</p> <p>Front and back support</p>	<p>Perform own longer, more complex sequences in time to music.</p> <p>Consistently perform and apply skills and techniques with accuracy and control.</p>

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		<p>relation to the base of the balance.</p> <p>Confidently use equipment to vault in a variety of ways.</p> <p>Apply skills and techniques consistently.</p> <p>Develop strength, technique and flexibility throughout performances.</p> <p>Combine equipment with movement to create sequences.</p>		Split leap			
Year 6	<p>Understand the importance of warming up and cooling down.</p> <p>Carry out warm-ups and cool-downs safely and effectively.</p> <p>Understand why exercise is good for health, fitness and wellbeing.</p>	<p>Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching.</p> <p>Demonstrate precise and controlled placement of body parts in their actions, shapes and balances.</p> <p>Confidently use equipment to vault and incorporate this into sequences.</p> <p>Apply skills and techniques consistently,</p>	<p>Forward roll from standing</p> <p>Straddle forward roll</p> <p>Pike forward roll</p> <p>Dive forward roll</p> <p>Tucked backward roll</p> <p>Backward roll to straddle</p> <p>Backward roll to standing pike</p> <p>Pike backward roll</p>	<p>Straight jump</p> <p>Tuck jump</p> <p>Jumping jack</p> <p>Star jump</p> <p>Straddle jump</p> <p>Pike jump</p> <p>Stag jump</p> <p>Straight jump half-turn</p> <p>Straight jump full-turn</p> <p>Cat leap</p> <p>Cat leap half-turn</p> <p>Cat leap full-turn</p> <p>Split leap</p> <p>Stag leap</p>	<p>Tiptoe, step, jump and hop</p> <p>Hopscotch</p> <p>Skipping</p> <p>Chassis steps</p> <p>Straight jump half turn</p> <p>Straight jump full turn</p> <p>Cat leap</p> <p>Cat leap half turn</p> <p>Cat leap full turn</p> <p>Pivot</p>	<p>1, 2, 3 and 4-point balances</p> <p>Balances on apparatus</p> <p>Develop technique, control and complexity of part-weight partner balances</p> <p>Group formations</p> <p>Pike, tuck, star, straight, straddle shapes</p> <p>Front and back support</p>	<p>Link actions to create a complex sequence using a full range of movement that showcases different agilities, performed in time to music.</p> <p>Perform and apply a variety of skills and techniques confidently, consistently and with precision.</p> <p>Begin to record their peers' performances, and evaluate these.</p>

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		showing precision and control. Develop strength, technique and flexibility throughout performances.					
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Key stage 2- Athletics						
Curriculum areas of study	Health and fitness	Using skills, techniques	Using skills, techniques	Using skills, techniques	Competition and Preparation for life and participation	Preparation for life and participation
Key concepts	Health and fitness	Specific athletics skill-running	Specific athletics skill-jumping	Specific athletics skill-throwing	Compete/perform	Evaluate
Year 3	<p>Recognise and describe the effects of exercise on the body.</p> <p>Know the importance of strength and flexibility for physical activity.</p> <p>Explain why it is important to warm up and cool down.</p>	<p>Identify and demonstrate how different techniques can affect their performance.</p> <p>Focus on their arm and leg action to improve their sprinting technique.</p> <p>Begin to combine running with jumping over hurdles.</p> <p>Focus on trail leg and lead leg action when running over hurdles.</p> <p>Understand the importance of adjusting running pace to suit the distance being run.</p>	<p>Use one and two feet to take off and to land with.</p> <p>Develop an effective take-off for the standing long jump.</p> <p>Develop an effective flight phase for the standing long jump.</p> <p>Land safely and with control.</p>	<p>Throw with greater control and accuracy.</p> <p>Show increasing control in their overarm throw.</p> <p>Perform a push throw.</p> <p>Continue to develop techniques to throw for increased distance.</p>	<p>Perform learnt skills and techniques with control and confidence.</p> <p>Compete against self and others in a controlled manner.</p>	<p>Watch, describe and evaluate the effectiveness of a performance.</p> <p>Describe how their performance has improved over time.</p>

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Year 4	<p>Describe how the body reacts at different times and how this affects performance.</p> <p>Explain why exercise is good for your health.</p> <p>Know some reasons for warming up and cooling down.</p>	<p>Confidently demonstrate an improved technique for sprinting.</p> <p>Carry out an effective sprint finish.</p> <p>Perform a relay, focusing on the baton changeover technique.</p> <p>Speed up and slow down smoothly.</p>	<p>Learn how to combine a hop, step and jump to perform the standing triple jump.</p> <p>Land safely and with control.</p> <p>Begin to measure the distance jumped.</p>	<p>Perform a pull throw.</p> <p>Measure the distance of their throws.</p> <p>Continue to develop techniques to throw for increased distance.</p>	<p>Perform and apply skills and techniques with control and accuracy.</p> <p>Take part in a range of competitive games and activities.</p>	<p>Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.</p> <p>Modify their use of skills or techniques to achieve a better result.</p>
Year 5	<p>Know and understand the reasons for warming up and cooling down.</p> <p>Explain some safety principles when preparing for and during exercise.</p>	<p>Accelerate from a variety of starting positions and select their preferred position.</p> <p>Identify their reaction times when performing a sprint start.</p> <p>Continue to practise and refine their technique for sprinting, focusing on an effective sprint start.</p> <p>Select the most suitable pace for the distance and their fitness level in order to maintain a sustained run.</p>	<p>Improve techniques for jumping for distance.</p> <p>Perform an effective standing long jump.</p> <p>Perform the standing triple jump with increased confidence.</p> <p>Develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight.</p> <p>Land safely and with control.</p> <p>Measure the distance and height jumped with accuracy.</p> <p>Investigate different jumping techniques.</p>	<p>Perform a fling throw.</p> <p>Throw a variety of implements using a range of throwing techniques.</p> <p>Measure and record the distance of their throws.</p> <p>Continue to develop techniques to throw for increased distance.</p>	<p>Consistently perform and apply skills and techniques with accuracy and control.</p> <p>Take part in competitive games with a strong understanding of tactics and composition.</p>	<p>Choose and use criteria to evaluate own and others' performance.</p> <p>Explain why they have used particular skills or techniques, and the effect they have had on their performance.</p>

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		Identify and demonstrate stamina, explaining its importance for runners.				
Year 6	<p>Understand the importance of warming up and cooling down.</p> <p>Carry out warm-ups and cool-downs safely and effectively.</p> <p>Understand why exercise is good for health, fitness and wellbeing.</p> <p>Know ways they can become healthier.</p>	<p>Recap, practise and refine an effective sprinting technique, including reaction time.</p> <p>Build up speed quickly for a sprint finish.</p> <p>Run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern.</p> <p>Accelerate to pass other competitors.</p> <p>Work as a team to competitively perform a relay.</p> <p>Confidently and independently select the most appropriate pace for different distances and different parts of the run.</p> <p>Demonstrate endurance and stamina over longer distances in order to</p>	<p>Develop the technique for the standing vertical jump.</p> <p>Maintain control at each of the different stages of the triple jump.</p> <p>Land safely and with control.</p> <p>Develop and improve their techniques for jumping for height and distance and support others in improving their performance.</p> <p>Perform and apply different types of jumps in other contexts.</p> <p>Set up and lead jumping activities including measuring the jumps with confidence and accuracy.</p>	<p>Perform a heave throw.</p> <p>Measure and record the distance of their throws.</p> <p>Continue to develop techniques to throw for increased distance and support others in improving their personal best.</p> <p>Develop and refine techniques to throw for accuracy.</p>	<p>Perform and apply a variety of skills and techniques confidently, consistently and with precision.</p> <p>Take part in competitive games with a strong understanding of tactics and composition.</p>	<p>Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</p>

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		maintain a sustained run.				
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Key stage 2- Games										
Curriculum areas of study	Health and fitness	Cooperation and Using skills, techniques	Cooperation and Using skills, techniques	Cooperation and Using skills, techniques	Cooperation and Using skills, techniques	Competition	Competition	Competition	Competition and Preparation for life and participation	Preparation for life and participation
Key concepts	Health and fitness	Specific skills- Striking and Hitting a Ball	Specific skills- Throwing and catching a ball	Specific skills- traveling with a ball	Specific skills- passing with a ball	Specific skills- possession	Specific skills- attacking and defending	Specific skills- tactics and rules	Compete and perform	Evaluate
Year 3	<p>Recognise and describe the effects of exercise on the body.</p> <p>Know the importance of strength and flexibility for physical activity.</p> <p>Explain why it is important to warm-up</p>	<p>Demonstrate successful hitting and striking skills.</p> <p>Develop a range of skills in striking (and fielding where appropriate)</p> <p>Practise the correct batting technique</p>	<p>Throw and catch with greater control and accuracy.</p> <p>Practise the correct technique for catching a ball and use it in a game.</p> <p>Perform a range of catching and gathering</p>	<p>Move with the ball in a variety of ways with some control.</p> <p>Use two different ways of moving with a ball in a game.</p>	<p>Pass the ball in two different ways in a game situation with some success.</p>	<p>Know how to keep and win back possession of the ball in a team game.</p>	<p>Use simple attacking and defending skills in a game.</p> <p>Use fielding skills to stop a ball from travelling past them.</p>	<p>Apply and follow rules fairly.</p> <p>Understand and begin to apply the basic principles of invasion games.</p> <p>Know how to play a</p>	<p>Develop the quality of the actions in their performances.</p> <p>Perform learnt skills and techniques with control and confidence.</p> <p>Compete against self and others in a controlled manner.</p>	<p>Watch, describe and evaluate the effectiveness of a performance.</p> <p>Describe how their performance has improved over time.</p>

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	and cool-down.	and use it in a game. Strike the ball for distance.	skills with control. Catch with increasing control and accuracy. Throw a ball in different ways (e.g. high, low, fast or slow).					striking and fielding game fairly.		
Year 4	Describe how the body reacts at different times and how this affects performance. Explain why exercise is good for your health. Know some reasons for warming up and cooling down.	Use a bat, racquet or stick (hockey) to hit a ball or shuttlecock with accuracy and control. Accurately serve underarm. Build a rally with a partner. Use at least two different shots in a game situation.	Consolidate different ways of throwing and catching, and know when each is appropriate in a game.	Move with the ball using a range of techniques showing control and fluency.	Pass the ball with increasing speed, accuracy and success in a game situation.	Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game.	Use a range of attacking and defending skills and techniques in a game. Use fielding skills as an individual to prevent a player from scoring.	Vary the tactics they use in a game. Adapt rules to alter games.	Perform and apply skills and techniques with control and accuracy. Take part in a range of competitive games and activities.	Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.

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		Use hand-eye coordination to strike a moving and a stationary ball.								
Year 5	<p>Know and understand the reasons for warming up and cooling down.</p> <p>Explain some safety principles when preparing for and during exercise.</p>	<p>Use different techniques to hit a ball.</p> <p>Identify and apply techniques for hitting a tennis ball.</p> <p>Explore when different shots are best used.</p> <p>Develop a backhand technique and use it in a game.</p> <p>Practise techniques for all strokes.</p> <p>Play a tennis game using an overhead serve.</p>	<p>Consolidate different ways of throwing and catching, and know when each is appropriate in a game.</p>	<p>Use a variety of ways to dribble in a game with success.</p> <p>Use ball skills in various ways, and begin to link together.</p>	<p>Pass a ball with speed and accuracy using appropriate techniques in a game situation.</p>	<p>Keep and win back possession of the ball effectively in a team game.</p>	<p>Choose the best tactics for attacking and defending.</p> <p>Shoot in a game.</p> <p>Use fielding skills as a team to prevent the opposition from scoring.</p>	<p>Know when to pass and when to dribble in a game.</p> <p>Devise and adapt rules to create their own game.</p>	<p>Consistently perform and apply skills and techniques with accuracy and control.</p> <p>Take part in competitive games with a strong understanding of tactics and composition.</p>	<p>Choose and use criteria to evaluate own and others' performance.</p> <p>Explain why they have used particular skills or techniques, and the effect they have had on their performance.</p>

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Year 6	<p>Understand the importance of warming up and cooling down.</p> <p>Carry out warm-ups and cool-downs safely and effectively.</p> <p>Understand why exercise is good for health, fitness and wellbeing.</p> <p>Know ways they can become healthier.</p>	<p>Hit a bowled ball over longer distances.</p> <p>Use good hand-eye coordination to be able to direct a ball when striking or hitting.</p> <p>Understand how to serve in order to start a game.</p>	<p>Throw and catch accurately and successfully under pressure in a game.</p>	<p>Show confidence in using ball skills in various ways in a game situation, and link these together effectively.</p>	<p>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>Keep and win back possession of the ball effectively and in a variety of ways in a team game.</p>	<p>Think ahead and create a plan of attack or defence.</p> <p>Apply knowledge of skills for attacking and defending.</p> <p>Work as a team to develop fielding strategies to prevent the opposition from scoring.</p>	<p>Follow and create complicated rules to play a game successfully.</p> <p>Communicate plans to others during a game.</p> <p>Lead others during a game.</p>	<p>Perform and apply a variety of skills and techniques confidently, consistently and with precision.</p> <p>Take part in competitive games with a strong understanding of tactics and composition.</p>	<p>Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements.</p>
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Subsequent learning (KS3)	<p>Pupils should build on and embed the physical development and skills learned in key stages 1 and 2, become more competent, confident and expert in their techniques, and apply them across different sports and physical activities. They should understand what makes a performance effective and how to apply these principles to their own and others' work. They should develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life and understand and apply the long-term health benefits of physical activity.</p> <p>Pupils should be taught to:</p>
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| | <ul style="list-style-type: none">• use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]• develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics]• perform dances using advanced dance techniques in a range of dance styles and forms• take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group• analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best• take part in competitive sports and activities outside school through community links or sports clubs |
|--|---|