

Jubilee with Pebblebed Federation PE Overview



National Curriculum Aims and Purpose:

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Aims:

- develop competence to excel in a broad range of physical activities.
- be physically active for sustained periods of time.
- engage in competitive sports and activities.
- lead healthy, active lives.

School aims - skills, attitudes, and knowledge that we would like all children to develop on their journey through the school.

Sport, exercise, dance, and gymnastics provide a fantastic platform on which to build a huge range of skills. We want our children to:

- Know how to stay fit and healthy, understand the importance of exercise and live healthy lives.
- Enjoy being active, and as a result choose to engage in sport, exercise, dance, and gymnastics in their free time, both in and out of school.
- Understand how to work as a team to achieve a common goal, agreeing rules, roles, and tactics, and sharing responsibility for outcomes.
- Be introduced to a broad range of sports, primarily through the taught curriculum, but also through lunchtime activities and after-school clubs (all of which are free to join), so that they can find the one that will become their passion.
- Play competitively, taking pride in their accomplishments and relishing the opportunity to represent their team and school.
- Learn about winning and losing in a safe environment.
- Develop a sense of fair play, respecting players, officials and the rules of a game.
- Have the chance to take sport further through our contribution towards the Learning Community Sports Partnerships.
- Recognise that sport should be, above all else, fun.

EYFS and KS1

We use the Leap into Life Scheme in our Early Years Foundation Stage and Key Stage One classes.

Each strand of Leap into Life links to the areas of Learning and Development as stated in The Early Years Foundation Stage Framework which cover physical development, creative development, personal and social and emotional development.

The Key Stage 1 progressions have been linked to the National Curriculum programmes of study for physical education, focussing on the following areas of knowledge skills and understanding and taught within the process of evaluating and improving performance:

- acquiring and developing skills.
- selecting and applying skills, tactics, and compositional ideas.
- understanding of fitness and health.

KS2

In our Key Stage Two Classes, we have written and follow a four-year rolling program which develops the key skills that they need to learn as set out in the National Curriculum. 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. 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. Pupils should be taught to:

- 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).
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

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| | Term 1 – Autumn Y3-6 ** | | Term 2 – Spring Y3-6 ** | | Term 3 – Summer Y3-6 ** | |
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| 2022-2023 Swimming* | Invasion Games Tag Rugby | Gymnastics and Dance Travel and Jumping | Invasion Games Hockey | Invasion Games Football | Net and Wall Tennis | Athletics and Orienteering |
| 2023-2024 | Invasion Games Netball | Gymnastics and Dance Shape and Balance | Invasion Games Handball or Dodgeball | Net and Wall Basketball | Fielding and Striking Cricket | Athletics and Ultimate Frisbee |
| 2024-2025 Swimming* | Invasion Games Tag Rugby | Gymnastics and Dance Travel and Jumping | Invasion Games Football | Fielding and Striking Roulers | Net and wall Tennis or Badminton | Athletics and Orienteering |
| 2025-2026 | Fitness | Gymnastics and Dance Shape and Balance | Invasion Games Handball or Dodgeball | Net and Wall Tennis | Invasion Games Hockey | Athletics and Ultimate Frisbee |

Swimming:

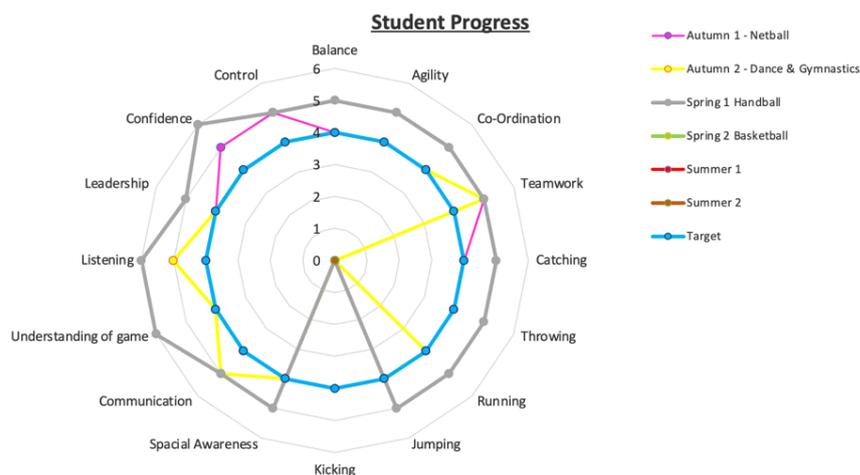
Swimming is taught every other year at our schools, with all KS2 children attending lessons for a term. Children should be taught to (see below for further information):

- 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.

Assessment

In KS1 the children are assessed using the Leap into Life scheme. The scheme provides Observation Focus Charts which the staff can use to complete a baseline assessment of the children and then record observations throughout the week. From this, as well as observations, staff decide whether the child has met the key aspects of the learning intentions from that week and are at age related expectations, or above or below them. Future lessons can then be adapted. The scheme also provides adaptations to the lessons in the form of Movement Support Cards. These give staff additional support and activities for those children who are experiencing difficulties with specific, fundamental movement skills.

In KS2, we use a system of assessment where children are given scores out of 6 for each of the different PE skills each half term; this then creates a graph (see below). These scores and graph develop as the year progresses. If a child is 'weaker' in a particular area, interventions, such as Fun Fit are put into place.



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Progression in KS2

Each of the different PE skills develops as the children progress through KS2 as follows.

| | Swimming | Games | Dance | Gymnastics | Athletics | General |
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| Year 3 | <ul style="list-style-type: none"> • Demonstrates HELP position (Heat escape lessoning position) • Jumps into deep water safely. • Knows how to recover from cold temperatures. • Knows to huddle in a group for warmth. • Understands importance of treading water. • Climbs out of the pool when out of depth. • Demonstrates understanding of what rhythmic breathing is and how it relates to efficient swimming. • Can travel 10 metres on the front with no flotation. • Can travel 10 metres on the back with no flotation. • Demonstrates front crawl arms - this could be from a standing position in the water. • Treads water for 30 seconds with no flotation. • Demonstrates breaststroke legs. • Demonstrates breaststroke arms. • Demonstrates kicking from the hip with | <ul style="list-style-type: none"> • Demonstrate successful hitting and striking skills. • Develop a range of skills in striking (and fielding where appropriate). • Practise the correct batting technique and use it in a game. • Strike the ball for distance. • Throw and catch with greater control. • and accuracy. • Practise the correct technique for catching a ball and use it in a game. • Perform a range of catching and gathering skills with control. • Catch with increasing control and accuracy. • Throw a ball in different ways (e.g. high, low, fast or slow). • Develop a safe and effective overarm bowl. • Move with the ball in a variety of ways with some control. • Use two different ways of moving with a ball in a game. • Pass the ball in two different ways in a game situation with some success. | <ul style="list-style-type: none"> • Begin to improvise with a partner to create a simple dance. • Create motifs from different stimuli. • Begin to compare and adapt movements and motifs to create a larger sequence. • Use simple dance vocabulary to compare and improve work. • Perform with some awareness of rhythm and expression. • Develop the quality of the actions in their performances. • Perform learnt skills and techniques with control and confidence. • Compete against self and others in a controlled manner. | <ul style="list-style-type: none"> • Choose ideas to compose a movement sequence independently and with others. • Link combinations of actions with increasing confidence, including changes of direction, speed, or level. • Develop the quality of their actions, shapes, and balances. • Move with coordination, control, and care. • Use turns whilst travelling in a variety of ways. • Use a range of jumps in their sequences. • Begin to use equipment to vault. • Create interesting body shapes while holding balances with control and confidence. • Begin to show flexibility in movements. • Large and small body part balances, including standing and kneeling balances. • Balances on apparatus • Matching and contrasting partner balances • Pike, tuck, star, straight, straddle | <ul style="list-style-type: none"> • Identify and demonstrate how different techniques can affect their performance. • Focus on their arm and leg action to improve their sprinting technique. • Begin to combine running with jumping over hurdles. • Focus on trial leg and lead leg action when running over hurdles. • Understand the importance of adjusting running pace to suit the distance being run. • Use one and two feet to take off and to land with. • Develop an effective take-off for the standing long jump. • Develop an effective flight phase for the standing long jump. • Land safely and with control. • Throw with greater control and accuracy. • Show increasing control in their overarm throw. • Perform a push throw. • Continue to develop techniques to throw for increased distance. | <ul style="list-style-type: none"> • Recognise and describe the effects of exercise on the body. • Know the importance of strength and flexibility for physical activity. • Explain why it is important to warm up and cool down. • Develop the quality of the actions in their performances. • Perform learnt skills and techniques with control and confidence. • Compete against self and others in a controlled manner. • Watch, describe and evaluate the effectiveness of a performance. • Describe how their performance has improved over time. • Orientate themselves with increasing confidence and accuracy around a short trail. • Identify and use effective communication to begin to work as a team. Identify symbols used on a key. • Begin to choose equipment that is |

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| | <p>pointed toes and no flotation.</p> <ul style="list-style-type: none"> • Takes deep breaths when submerging. • Demonstrates combining rhythmic breathing with swimming on the front. • Swims with held breath and face in the water. • Performs star, tuck, and pencil float. • Performs push and glide on the front and back. • Log roll from back to front with flotation. • Performs a pencil dive. • Swims 25 metres of any stroke with flotation or breaks (e.g. gripping the pool rail). | <ul style="list-style-type: none"> • Know how to keep and win back possession of the ball in a team game. • Find a useful space and get into it to support teammates. • Use simple attacking and defending skills in a game. • Use fielding skills to stop a ball from travelling past them. • Apply and follow rules fairly. • Understand and begin to apply the basic principles of invasion games. • Know how to play a striking and fielding game fairly. | | <p>shapes Front and back support.</p> <ul style="list-style-type: none"> • Develop the quality of the actions in their performances. • Perform learnt skills and techniques with control and confidence. • Compete against self and others in a controlled manner. | <ul style="list-style-type: none"> • Perform learnt skills and techniques with control and confidence. • Compete against self and others in a controlled manner. | <p>appropriate for an activity.</p> <ul style="list-style-type: none"> • Communicate with others. • Begin to complete activities in a set period. • Begin to offer an evaluation of personal performances and activities. |
| <p>Year 4</p> | <ul style="list-style-type: none"> • Collects sunken objects that require full submersion. • Jumps into deeper water. | <ul style="list-style-type: none"> • 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. • Use hand-eye coordination to strike a moving and a stationary ball. • Develop different ways of throwing and catching. • Move with the ball using a range of techniques, showing control and fluency. • Pass the ball with increasing speed, | <ul style="list-style-type: none"> • Identify and repeat the movement patterns and actions of a chosen dance style. • Compose a dance that reflects the chosen dance style. • Confidently improvise with a partner or on their own. • Compose longer dance sequences in a small group. • Demonstrate precision and some control in response to stimuli. • Begin to vary dynamics and develop actions and motifs in response to stimuli. • Demonstrate rhythm and spatial awareness. | <ul style="list-style-type: none"> • Create a sequence of actions that fit a theme. • Use an increasing range of actions, directions, and levels in their sequences. • Move with clarity, fluency, and expression. • Show changes of direction, speed, and level during a performance. • Travel in different ways, including using flight. • Improve the placement and alignment of body parts in balances. • Use equipment to vault in a variety of ways. | <ul style="list-style-type: none"> • Confidently demonstrate an improved technique for sprinting. • Carry out an effective sprint finish. • Perform a relay, focusing on the baton changeover technique. • Speed up and slow down smoothly. • Learn how to combine a hop, step and jump to perform the standing triple jump. • Land safely and with control. • Begin to measure the distance jumped. • Perform a pull throw. • Measure the distance of their throws. | <ul style="list-style-type: none"> • 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. • 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. |

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| | | <p>accuracy and success in a game situation.</p> <ul style="list-style-type: none"> Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game. Make the best use of space to pass and receive the ball. 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. | <ul style="list-style-type: none"> Change parts of a dance because of self-evaluation. Use simple dance vocabulary when comparing and improving work. Perform and create sequences with fluency and expression. Perform and apply skills and techniques with control and accuracy. | <ul style="list-style-type: none"> Carry out balances, recognising the position of their centre of gravity and how this affects the balance. Begin to develop good technique when travelling, balancing, and using equipment. Develop strength, technique, and flexibility throughout performances. 1, 2, 3 and 4- point balances Balances on apparatus. Balances with and against a partner. Pike, tuck, star, straight, straddle shapes. Front and back support. Perform and create sequences with fluency and expression. Perform and apply skills and techniques with control and accuracy. | <ul style="list-style-type: none"> Continue to develop techniques to throw for increased distance. Perform and apply skills and techniques with control and accuracy. Take part in a range of competitive games and activities. | <ul style="list-style-type: none"> Modify their use of skills or techniques to achieve a better result. Orientate themselves with accuracy around a short trail. Create a short trail for others with a physical challenge. Start to recognise features of an orienteering course. Communicate clearly with other people in a team, and with other teams. Have experience of a range of roles within a team and begin to identify the key skills required to succeed at each. Associate the meaning of a key in the context of the environment. Try a range of equipment for creating and completing an activity. Make an informed decision on the best equipment to use for an activity. Plan and organise a trail that others can follow. Communicate clearly with others. Work as part of a team. Begin to use a map to complete an orienteering course. Complete an orienteering course more than once and begin to identify ways |
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| | | | | | | <ul style="list-style-type: none"> of improving completion time. Offer an evaluation of both personal performances and activities. Start to improve trails to increase the challenge of the course. |
| Year 5 | <ul style="list-style-type: none"> Can explain how to be safe in different water environments. Swims 10 metres in clothing. Can take breaks when swimming a longer distance (tread water, float on back). Recognises dry land exercises that can benefit swimming ability and explain why this help. Understands the importance of being able to swim long distances. Understands how to train for endurance. Completes front crawl with rhythmic breathing for 10 metres. Completes breaststroke with rhythmic breathing for 10 metres. Completes backstroke for 10 metres. Completes 25 metres in any stroke. Treads water for 60 seconds. Sculls feet first. Sculls headfirst. | <ul style="list-style-type: none"> Use different techniques to hit a ball. Identify and apply techniques for hitting a tennis ball. Explore when different shots are best used. Develop a backhand technique and use it in a game. Practise techniques for all strokes. Play a tennis game using an overhead serve. Consolidate different ways of throwing and catching and know when each is appropriate in a game. Use a variety of ways to dribble in a game with success. Use ball skills in various ways and begin to link together. Pass a ball with speed and accuracy using appropriate techniques in a game situation. Keep and win back possession of the ball | <ul style="list-style-type: none"> Identify and repeat the movement patterns and actions of a chosen dance style. Compose individual, partner and group dances that reflect the chosen dance style. Show a change of pace and timing in their movements. Develop an awareness of their use of space. Demonstrate imagination and creativity in the movements they devise in response to stimuli. Use transitions to link motifs smoothly together. Improvise with confidence, still demonstrating fluency across the sequence. Ensure their actions fit the rhythm of the music. Modify parts of a sequence because of self and peer evaluation. Use more complex dance vocabulary to | <ul style="list-style-type: none"> Select ideas to compose specific sequences of movements, shapes, and balances. Adapt their sequences to fit new criteria or suggestions. Perform jumps, shapes and balances fluently and with control. 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. Confidently use equipment to vault in a variety of ways. Apply skills and techniques consistently. Develop strength, technique, and flexibility throughout performances. Combine equipment with movement to create sequences. 1, 2, 3 and 4- point balances | <ul style="list-style-type: none"> Accelerate from a variety of starting positions and select their preferred position. Identify their reaction times when performing a sprint start. Continue to practise and refine their technique for sprinting, focusing on an effective sprint start. Select the most suitable pace for the distance and their fitness level in order to maintain a sustained run. Identify and demonstrate stamina, explaining its importance for runners. Improve techniques for jumping for distance. Perform an effective standing long jump. Perform the standing triple jump with increased confidence. Develop an effective technique for the standing vertical jump | <ul style="list-style-type: none"> Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise. Consistently perform and apply skills and techniques with accuracy and control. Take part in competitive games with a strong understanding of tactics and composition. Choose and use criteria to evaluate own and others' performance. Explain why they have used particular skills or techniques, and the effect they have had on their performance. Start to orientate themselves with increasing confidence and accuracy around an orienteering course. Design an orienteering course that can be followed |

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| | <ul style="list-style-type: none"> Swims 10 metres underwater. Performs a series of floats without touching the pool floor. Performs floats out of depth. Performs a log roll from front to back with no flotation. Performs a log roll from back to front with no flotation. Performs an underwater push and glide on the front. Performs a forward roll in the water. Performs a surface dive. Surface dives to collect sunken objects. | <p>effectively in a team game.</p> <ul style="list-style-type: none"> Demonstrate an increasing awareness of space. Choose the best tactics for attacking and defending. Shoot in a game. Use fielding skills as a team to prevent the opposition from scoring. Know when to pass and when to dribble in a game. Devise and adapt rules to create their own game. | <p>compare and improve work.</p> <ul style="list-style-type: none"> Perform own longer, more complex sequences in time to music. Consistently perform and apply skills and techniques with accuracy and control. | <ul style="list-style-type: none"> Balances on apparatus. Part body weight partner balances. Pike, tuck, star, straight, straddle shapes. Front and back support. Perform own longer, more complex sequences in time to music. Consistently perform and apply skills and techniques with accuracy and control. | <p>(jumping for height) including take-off and flight.</p> <ul style="list-style-type: none"> Land safely and with control. Measure the distance and height jumped with accuracy. Investigate different jumping techniques. Perform a fling throw. Throw a variety of implements using a range of throwing techniques. Measure and record the distance of their throws. Continue to develop techniques to throw for increased distance. Consistently perform and apply skills and techniques with accuracy and control. Take part in competitive games with a strong understanding of tactics and composition. | <p>and offers some challenge to others.</p> <ul style="list-style-type: none"> Begin to use navigation equipment to orientate around a trail. Use clear communication to effectively complete a particular role in a team. Complete orienteering activities both as part of a team and independently. Identify a key on a map and begin to use the information in activities. Choose the best equipment for an outdoor activity. Create an outdoor activity that challenges others. Create a simple plan of an activity for others to follow. Identify the quickest route to accurately navigate an orienteering course. Communicate clearly and effectively with others. Work effectively as part of a team. Successfully use a map to complete an orienteering course. Begin to use a compass for navigation. Complete an orienteering course on multiple occasions, in |
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| | | | | | | <ul style="list-style-type: none"> a quicker time due to improved technique. Offer a detailed and effective evaluation of both personal performances and activities. Improve a trail to increase the challenge of the course. |
| <p>Year 6</p> | | <ul style="list-style-type: none"> Hit a bowled ball over longer distances. Use good hand-eye coordination to be able to direct a ball when striking or hitting. Understand how to serve to start a game. Throw and catch accurately and successfully under pressure in a game. Show confidence in using ball skills in various ways in a game situation, and link these together effectively. 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. Keep and win back possession of the ball effectively and in a variety of ways in a team game. Demonstrate a good awareness of space. | <ul style="list-style-type: none"> Identify and repeat the movement patterns and actions of a chosen dance style. Compose individual, partner and group dances that reflect the chosen dance style. Use dramatic expression in dance movements and motifs. Perform with confidence, using a range of movement patterns. Demonstrate strong and controlled movements throughout a dance sequence. Combine flexibility, techniques, and movements to create a fluent sequence. Move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs. Show a change of pace and timing in their movements. | <ul style="list-style-type: none"> Create their own complex sequences involving the full range of actions and movements: travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting, and stretching. Demonstrate precise and controlled placement of body parts in their actions, shapes, and balances. Confidently use equipment to vault and incorporate this into sequences. Apply skills and techniques consistently, showing precision and control. Develop strength, technique, and flexibility throughout performances. 1, 2, 3 and 4- point balances Balances on apparatus Develop technique, control, and complexity of part-weight partner balances. | <ul style="list-style-type: none"> Recap, practise and refine an effective sprinting technique, including reaction time. Build up speed quickly for a sprint finish. Run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern. Accelerate to pass other competitors. Work as a team to competitively perform a relay. Confidently and independently select the most appropriate pace for different distances and different parts of the run. Demonstrate endurance and stamina over longer distances to maintain a sustained run. Develop the technique for the standing vertical jump. Maintain control at each of the different stages of the triple jump. | <ul style="list-style-type: none"> Understand the importance of warming up and cooling down. Carry out warm-ups and cool-downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier. Perform and apply a variety of skills and techniques confidently, consistently and with precision. Take part in competitive games with a strong understanding of tactics and composition. Thoroughly evaluate their own and others' work, suggesting thoughtful and appropriate improvements. Orientate themselves with confidence and accuracy around an orienteering course when under pressure. |

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| | | <ul style="list-style-type: none"> • Think ahead and create a plan of attack or defence. • Apply knowledge of skills for attacking and defending. • Work as a team to develop fielding strategies to prevent the opposition from scoring. • Follow and create complicated rules to play a game successfully. • Communicate plans to others during a game. • Lead others during a game. | <ul style="list-style-type: none"> • Move rhythmically and accurately in dance sequences. • Improvise with confidence, still demonstrating fluency across their sequence. • Dance with fluency and control, linking all movements and ensuring that transitions flow. • Demonstrate consistent precision when performing dance sequences. • Modify some elements of a sequence because of self and peer evaluation. • Use complex dance vocabulary to compare and improve work. • Link actions to create a complex sequence using a full range of movement. • Perform the sequence in time to music. • Perform and apply a variety of skills and techniques confidently, consistently and with precision. | <ul style="list-style-type: none"> • Group formations. • Pike, tuck, star, straight, straddle shapes • Front and back support • Link actions to create a complex sequence using a full range of movement that showcases different abilities, performed in time to music. • Perform and apply a variety of skills and techniques confidently, consistently and with precision. • Begin to record their peers' performances and evaluate these. | <ul style="list-style-type: none"> • Land safely and with control. • Develop and improve their techniques for jumping for height and distance and support others in improving their performance. • Perform and apply different types of jumps in other contexts. • Set up and lead jumping activities including measuring the jumps with confidence and accuracy. • Perform a heave throw. • Measure and record the distance of their throws. • Continue to develop techniques to throw for increased distance and support others in improving their personal best. • Develop and refine techniques to throw for accuracy. • Perform and apply a variety of skills and techniques confidently, consistently and with precision. • Take part in competitive games with a strong understanding of tactics and composition. | <ul style="list-style-type: none"> • Design an orienteering course that is clear to follow and offers challenge to others. • Use navigation equipment (maps, compasses) to improve the trail. • Use clear communication to effectively complete a particular role in a team. • Compete in orienteering activities both as part of a team and independently. • Use a range of map styles and make an informed decision on the most effective. • Choose the best equipment for an outdoor activity. Prepare an orienteering course for others to follow. • Identify the quickest route to accurately navigate an orienteering course. Manage an orienteering event for others to compete in. • Communicate clearly and effectively with others when under pressure. • Work effectively as part of a team, demonstrating leadership skills when necessary. |
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| | | | | | | <ul style="list-style-type: none">• Successfully use a map to complete an orienteering course. Use a compass for navigation.• Organise an event for others.• Complete an orienteering course on multiple occasions, in a quicker time due to improved technique.• Offer a detailed and effective evaluation of both personal performances and activities with an aim of increasing challenge and improving performance.• Listen to feedback and improve an orienteering course from it. |
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