

# PE Progression Grid Heptonstall School



Class	Gymnastics		Dance	
	Declarative knowledge	Procedural knowledge	Declarative knowledge	Procedural knowledge
Acorn Reception, Y1 & Y2	<ul style="list-style-type: none"> <li>Shows understanding of the need for safety when tackling new challenges and considers and manages some risks</li> <li>I know that fundamental movement skills, such as travelling, balancing, and moving smoothly from one position to another are important gymnastics basics.</li> <li>I know that agility, balance, and coordination need developing to improve gymnastics skills. I know when to link movement phases with beginning, middle and ends.</li> </ul>	<ul style="list-style-type: none"> <li>Travels with confidence and skill in a range of movements when using equipment</li> <li>Moves freely and with pleasure in a range of skilful ways</li> <li>Runs skilfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles</li> <li>I know how to perform basic gymnastic actions, including travelling, rolling, jumping, and staying still.</li> <li>I know how to combine different ways of travelling exploring a range of movements and shapes.</li> <li>I know how to perform movement phrases using a range of different body parts/actions. I know how to perform fundamental movement skills on the floor and apparatus.</li> <li>I know how to, moving safely using changes of speed, level, and direction.</li> <li>I know how to form simple sequences of different actions, using the floor and a variety of apparatus.</li> </ul>	<ul style="list-style-type: none"> <li>I know that dance phrases are small sections of a dance that make a complete routine.</li> <li>I know that dance can be used to express and communicate mood, ideas, and feelings, varying simple compositional ideas.</li> <li>I know when practising and using a stimulus I can remember and repeat short dance phrases.</li> </ul>	<ul style="list-style-type: none"> <li>Explore and copy basic body actions and rhythms</li> <li>Negotiate space confidently, using appropriate strategies</li> <li>Use their bodies to respond to stories, topics and music</li> <li>I know how to respond imaginatively to a range of stimuli.</li> <li>I know how to move confidently and safely in general space, using changes of speed, level, and direction.</li> <li>I know how to perform movement phrases using a range of different body actions and body parts – with control and accuracy.</li> <li>I know how to compose short dances.</li> <li>I know how to move with control to music. I know how to link simple movements, and combine different ways of travelling, with beginnings, middles, and ends.</li> </ul>
Sapling Y3 & Y4	<ul style="list-style-type: none"> <li>I know that combinations of actions create gymnastic sequences and routines.</li> <li>I know the importance of flexibility, strength, control, technique, and balance in gymnastics. I know that there are different ways of using a shape, balance, or travel.</li> <li>I know when to experiment with spatial patterns, speed, and tension.</li> </ul>	<ul style="list-style-type: none"> <li>I know how to perform a range of actions, agilities and skills with consistency, fluency, and clarity of movement.</li> <li>I know how to create gymnastic sequences that meet a theme/set of conditions, showing a clear, beginning, middle and end.</li> <li>I know how to create, perform, and repeat a combination of actions that include changes of dynamic e.g., changes of level, speed and direction, and clarity of shape.</li> <li>I know how to link different elements and use elements in different ways to make sequences of movement.</li> <li>I know how to work with a partner and in a small group, considering performance aesthetics such as spatial patterns, mirroring, and contrasting.</li> </ul>	<ul style="list-style-type: none"> <li>I know that expressive qualities are ideas and emotions communicated through movement patterns.</li> <li>I know that canon, unison, repetition, action/reaction, and question/answer can be included in dance phrases.</li> <li>I know that is important to consider others when working in a pair or group.</li> <li>I know when and how to use stimuli to create characters and narratives.</li> <li>I know when to apply speed, tension, continuity, and spatial pattern ideas when creating and performing dances with a partner and groups</li> </ul>	<ul style="list-style-type: none"> <li>I know how to perform dances using a range of movement patterns – accurately, fluently, consistently.</li> <li>I know how to perform with control with a partner.</li> <li>I know how to combine actions and maintain the quality of performance when performing at the same time as a partner.</li> <li>I know how to perform with a wide range of actions, when working with a partner and in a group.</li> </ul>
Oak Y5 & Y6	<ul style="list-style-type: none"> <li>I know the importance of rhythm when creating, practising, and performing a routine.</li> <li>I know the terms exploration and improvisation in relation to creating and performing gymnastic routines.</li> <li>I know various compositional principles, including varying direction, level, and pathways to improve the look of a sequence.</li> <li>I know what skills are required when developing a performance, to meet the need of the situation.</li> <li>I know when flexibility, strength, control, technique, and balance are required for wide variety of elements in gymnastics.</li> </ul>	<ul style="list-style-type: none"> <li>I know how to create longer sequences, performing with fluency and clarity of movement.</li> <li>I know how to use combinations of dynamics using the space effectively.</li> <li>I know how to combine movement ideas fluently and effectively.</li> <li>I know how to use skills in different ways, performing confidently, with clarity and a sense of rhythm.</li> </ul>	<ul style="list-style-type: none"> <li>I know that imagination is needed to help create and structure dance motifs, phrases, and sections of dances, developing expressive qualities.</li> <li>I know that dance can be inspired by a stimulus. I know that performing with confidence and clarity can improve an overall performance.</li> <li>I know when to use basic compositional principles to create dances.</li> <li>I know when to combine movements fluently and effectively throughout dance routines.</li> </ul>	<ul style="list-style-type: none"> <li>I know how to use a broader range of skills and movement patterns.</li> <li>I know how to explore movement ideas inspired by a stimulus.</li> <li>I know how to perform a range of movements accurately with a sense of rhythm, clarity, and confidence.</li> <li>I know how to perform confidently to an audience.</li> </ul>

# PE Progression Grid Heptonstall School



Class	Athletics		OAA (Orienteering)	
	Declarative knowledge	Procedural knowledge	Declarative knowledge	Procedural knowledge
Acorn Reception, Y1 & Y2	<ul style="list-style-type: none"> <li>I know that there is a difference in technique between sprinting and running over longer distance.</li> <li>I know that there is control and coordination needed when running.</li> </ul>	<ul style="list-style-type: none"> <li>I know how to apply basic athletic skills and techniques to a variety of activities.</li> <li>I know how to practise different jumping techniques, showing control, coordination, and consistency throughout.</li> <li>I know how to run, jump, balance, hop, leap, and skip.</li> <li>I know how to throw overarm, underarm and pull throw towards a target.</li> <li>I know how to run, jump, and throw with increasing control and coordination.</li> </ul>	<ul style="list-style-type: none"> <li>I know that there are safety rules and procedures for taking part in orienteering events.</li> <li>I know that there are some basic features on a map and what they represent.</li> <li>I know that there is a competitive element to orienteering.</li> <li>I know that there are direction points on a compass and what they are used for.</li> <li>I know that working together is important in group activities.</li> <li>I know which route to select on a map.</li> </ul>	<ul style="list-style-type: none"> <li>I know how to move in different directions and a variety of different ways.</li> <li>I know how to map read to solve problems.</li> <li>I know how to take part in an orienteering event following rules and playing fairly.</li> <li>I know how to participate with others.</li> </ul>
Sapling Y3 & Y4	<ul style="list-style-type: none"> <li>I know that there is pace judgement needed when running over an increased distance.</li> <li>I know when to choose appropriate running speeds to meet the demand of the task.</li> </ul>	<ul style="list-style-type: none"> <li>I know how to apply a broad range of athletic skills in different ways.</li> <li>I know how to show control, coordination and consistency when running, throwing, and jumping.</li> <li>I know how to combine basic jump actions to form a jump combination, using a controlled jumping technique.</li> </ul>	<ul style="list-style-type: none"> <li>I know the importance of safety rules and procedures for taking part in orienteering event. I know that there are physical aspects needed for orienteering.</li> <li>I know that maps are scaled down to make them accessible.</li> <li>I know when activities need thinking through and planning.</li> </ul>	<ul style="list-style-type: none"> <li>I know how to recognise where I am on a map. I know how to move with agility, balance, and coordination.</li> <li>I know how to participate in competitive orienteering events, following instructions of the game</li> <li>I know how to apply basic map reading/making skills and apply these skills and techniques in games.</li> </ul>
Oak Y5 & Y6	<ul style="list-style-type: none"> <li>I know that there is a range of throwing actions e.g., push, pull, sling, using different equipment. I know when to apply appropriate pace judgement for the running distance to be covered.</li> <li>I know when to apply the appropriate throwing and jumping technique to achieve maximum distance and height.</li> </ul>	<ul style="list-style-type: none"> <li>I know how to run, jump, catch and throw in isolation and combination.</li> <li>I know how to combine and perform skills with control.</li> <li>I know how to apply skills that meet the needs of the situation, combining and performing each skill with control at speed.</li> <li>I know how to choose the appropriate speed to run at for the distance to be covered.</li> </ul>	<ul style="list-style-type: none"> <li>I know that planning strategies can help achieve success.</li> <li>I know that communication is vital to achieving success in team activities.</li> <li>I know when to move a map and when to move myself to orientate.</li> <li>I know what appropriate skills and approaches to choose for the challenge.</li> <li>I know when relevant techniques and elements are required to navigate to and from controls.</li> </ul>	<ul style="list-style-type: none"> <li>I know how to use a map confidently.</li> <li>I know how to design a route to the controls.</li> <li>I know how to take part in orienteering events, such as picture orienteering and control orienteering, with success.</li> <li>I know how to build a detailed map.</li> <li>I can work well as part of a team, contributing effectively.</li> </ul>

# PE Progression Grid Heptonstall School



Class	Invasion games	
	Football, Hockey (All classes), Basketball, Netball, Tag rugby and Handball (Saplings & Oak only)	
	Declarative knowledge	Procedural knowledge
Acorn Reception, Y1 & Y2	<ul style="list-style-type: none"> <li>I know that using simple tactics, like moving to defend a goal, will make it difficult for opponents.</li> <li>I know that showing good awareness of others when playing games helps keep everyone safe. I understand some rules of the game.</li> <li>I know that there are attackers and defenders in games, and I can identify them.</li> <li>I know when to recognise space in games and use it to gain an advantage.</li> <li>I know when and where to run, showing good awareness of others. I know some simple plans that can create success, e.g., where to stand to make it difficult for an opponent.</li> <li>I know when to use simple tactics in game situations, such as deciding when to pass and when to run.</li> </ul>	<ul style="list-style-type: none"> <li>Can play in a group</li> <li>Begins to accept the needs of others and can take turns and share, sometimes with the support of others</li> <li>Keeps play going by responding to what others are saying or doing</li> <li>Runs skilfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles</li> <li>Runs skilfully and negotiates successfully, adjusting speed or direction to avoid obstacles</li> <li>Shows understanding of the need for safety when tackling new challenges and considers and manages some risks when using equipment</li> <li>Begins to accept the needs of others and can take turns and share, sometimes with the support of others</li> <li>Moves freely and with pleasure and confidence in a range of skilful ways</li> <li>Shows understanding when counting objects to 10 and beginning to count beyond 10</li> <li>I know how to move a ball in different ways.</li> <li>I know how to show basic ball control when sending an object to a target, catching, gathering, and rolling.</li> <li>I know how to play in a safe way – showing good awareness of others. I know how to stop/catch a ball.</li> <li>I know how to control the ball using basic actions.</li> <li>I know how to move fluently, changing direction and speed – with and without a ball. – avoiding collisions.</li> <li>I know how to shoot to a target or goal.</li> <li>I know how to defend between ball and target.</li> <li>I know how to run, jump, balance, hop, leap, and skip.</li> </ul>
Sapling Y3 & Y4	<ul style="list-style-type: none"> <li>I know that taking up certain spaces/positions can make it difficult for opponents.</li> <li>I know that finding and using space in game situations can achieve success.</li> <li>I know that tactics play a role in games.</li> <li>I know that there are rules in games that need to be followed.</li> <li>I know the importance of speed when playing invasion games.</li> <li>I know that decision making can influence success when choosing skills to meet the needs of the situation.</li> <li>I know, in game situations, when to use a range of tactics to help keep possession of the ball.</li> <li>I know when to apply basic attacking and defending principles - finding space (attacking), challenge a player in possession (defending.)</li> <li>I know when to employ simple tactics in game situations.</li> <li>I know when to set moves that can be used in attacking play.</li> <li>I know when to adapt techniques and tactics to keep possession of the ball and give you a chance to shoot or score.</li> <li>I know when to choose space/ positions where you can receive a pass or to support a teammate.</li> <li>I know when to choose a certain pass to keep possession.</li> </ul>	<ul style="list-style-type: none"> <li>I know how to move the ball keeping it under control whilst changing direction.</li> <li>I know how to Pass, shoot, and receive a ball with increasing accuracy, control, and success.</li> <li>I know how to pass in different ways e.g., high, low, fast, slow.</li> <li>I know how to work well as part of a team.</li> <li>I know how to shoot/score with some accuracy. I know how to receive a ball under control.</li> <li>I know how to challenge a player in possession of the ball.</li> <li>I know how to get into good positions to pass and receive the ball.</li> <li>I know how to pass the ball using different techniques. I know how to move forward to attack as part of a team – running in a line (tag rugby).</li> <li>I know how to work as part of a team when defending, keeping in a line, and spreading out (tag rugby).</li> </ul>

# PE Progression Grid Heptonstall School



Class	Invasion games	
	Football, Hockey (All classes), Basketball, Netball, Tag rugby and Handball (Saplings & Oak only)	
	Declarative knowledge	Procedural knowledge
Oak Y5 & Y6	<ul style="list-style-type: none"> <li>• I know that working well as part of a team will contribute to success.</li> <li>• I know that to using different skills will help keep possession of the ball.</li> <li>• I know that tactics can help keep possession of the ball.</li> <li>• I understand the positions in a team and the roles they play. I know that there are different ways to defend individually and as a team.</li> <li>• I know that there are different ways to attack individually and as a team</li> <li>• I know that there are defensive duties in tag rugby and the process of tagging (tag rugby).</li> <li>• I understand to importance of keeping in a line in both attacking and defending plays (tag rugby).</li> <li>• I know when to choose formations that suit the game and make amendments ensuring everyone has a role to play.</li> <li>• I know when to apply principles for attacking.</li> <li>• I know when to adapt games and activities making sure everyone has a role to play.</li> <li>• I know when to keep possession of the ball when faced with opponents.</li> <li>• I know when to use the defending principles in game situations, including marking, tracking, and covering, to gain possession.</li> <li>• I know when and what tactics to use in games to achieve success as a team.</li> <li>• I consider the best way to score and win the game, remembering to find and use space when running.</li> </ul>	<ul style="list-style-type: none"> <li>• I know how to keep good control when performing skills at speed.</li> <li>• I know how to perform skills (e.g., passing) with accuracy, confidence, and control, and increasing speed.</li> <li>• I know how to confidently change speed and direction to get away from a defender.</li> <li>• I know how to keep possession of the ball when faced with opponents.</li> <li>• I know how to combine and perform skills with control, adapting them to meet the needs of the situation.</li> <li>• I know how to work effectively as part of a team.</li> <li>• I know how to participate in competitive games, modified where appropriate.</li> </ul>

# PE Progression Grid Heptonstall School



		Striking & Fielding games		Target Games	
Class	Cricket (All classes) & Rounders (Sapling & Oak only)		Dodgeball(All classes)		
	Declarative knowledge	Procedural knowledge	Declarative knowledge	Procedural knowledge	
Acorn Reception, Y1 & Y2	<ul style="list-style-type: none"> <li>I know that there are rules of the game I must follow.</li> <li>I know the importance of good awareness of others when playing games.</li> <li>I know when to apply simple tactics, such as, hit the ball into space to help score more points.</li> </ul>	<ul style="list-style-type: none"> <li>Runs skilfully and negotiates successfully, adjusting speed or direction to avoid obstacles</li> <li>Shows understanding of the need for safety when tackling new challenges and considers and manages some risks when using equipment</li> <li>Begins to accept the needs of others and can take turns and share, sometimes with the support of others</li> <li>Moves freely and with pleasure and confidence in a range of skilful ways</li> <li>Shows understanding when counting objects to 10 and beginning to count beyond 10</li> <li>I know that there are rules of the game I must follow.</li> <li>I know the importance of good awareness of others when playing games.</li> <li>I know when to apply simple tactics, such as, hit the ball into space to help score more points.</li> </ul>	<ul style="list-style-type: none"> <li>I know that the ball moves in different ways.</li> <li>I know that control and accuracy is needed when aiming for a target.</li> <li>I can choose skills needed when competing in games.</li> <li>I know when to throw the ball to a partner or opponent.</li> </ul>	<ul style="list-style-type: none"> <li>Showing increased control when catching a ball</li> <li>Shows increasing control over an object, pushing, pulling, throwing, catching or kicking it</li> <li>Moves freely and with pleasure and confidence in a range of skilful ways</li> <li>Able to respond to simple instructions, showing a good understanding of safety when using tools and equipment</li> <li>shows understanding of the need for safety when tackling new challenges and considers and manages some risks when using equipment</li> <li>Can play in a group, extending and elaborating play ideas within the group</li> <li>Begins to accept the needs of others and can take turns and share, sometimes with the support of others</li> <li>Shows increasing control when throwing and catching a large ball</li> <li>I know how to catch a large ball.</li> <li>I know how to move a ball in different ways.</li> <li>I know how to pass, send, and roll a ball in different ways.</li> <li>I know how to run, jump, balance, hop, leap, and skip.</li> <li>I know how to send a ball towards a target.</li> </ul>	
Sapling Y3 & Y4	<ul style="list-style-type: none"> <li>I understand the rules of the game.</li> <li>I know when to communicate and collaborate with others during team games.</li> <li>I can discuss tactics and know when to apply tactics in game situations – for both fielding and striking.</li> </ul>	<ul style="list-style-type: none"> <li>I know how to throw a ball over an increasing distance.</li> <li>I know how to catch a ball over an increasing distance.</li> <li>I know how to hit a ball with the correct technique.</li> <li>I know how to intercept and stop the ball consistently.</li> </ul>	<ul style="list-style-type: none"> <li>I know the importance of accuracy in games.</li> <li>I know that ball handling, striking, dodging, and catching are important skills needed to win games (dodgeball).</li> <li>I know when to move to get in position to both receive and throw the ball.</li> <li>I can discuss tactics and strategies to try and win games. I know when and how to use space in game situations (dodgeball).</li> </ul>	<ul style="list-style-type: none"> <li>I know how to catch a variety of different throws/shots. I know how to control my body whilst moving at speed. I know how to move the ball with control whilst on the move.</li> <li>I know how to perform an underarm throw. I know how to work well as part of a team.</li> <li>I know how to perform a side shot throw (dodgeball). I know how to dodge and jockey (dodgeball).</li> </ul>	

# PE Progression Grid Heptonstall School



		Striking & Fielding games		Target Games	
Class		Cricket (All classes) & Rounders (Sapling & Oak only)		Dodgeball(All classes) & Golf (Oak Only)	
		Declarative knowledge	Procedural knowledge	Declarative knowledge	Procedural knowledge
Oak Y5 & Y6		<ul style="list-style-type: none"> <li>• I know that taking up positions in a game will impact on a teams success.</li> <li>• I know what is needed to score more runs.</li> <li>• I know when tactics will help the situation and outwit the opponents.</li> </ul>	<ul style="list-style-type: none"> <li>• I know how to bowl overarm (increasing accuracy, speed, and distance).</li> <li>• I know how to hit the ball with purpose. I know how to bowl at different speeds.</li> <li>• I know how to work well as part of a team.</li> <li>• I know how to participate in competitive games.</li> <li>• I know how to perform skills such as retrieving and intercepting at speed.</li> </ul>	<ul style="list-style-type: none"> <li>• I know that speed and power applied when hitting/throwing a ball will need to change depending on the target distance.</li> <li>• I know the importance of quick reactions (dodgeball).</li> <li>• I know which skills to choose in game situations.</li> <li>• I know when to change the pace of the ball depending on the target distance.</li> <li>• I know when to apply tactics and strategies into games to try win.</li> </ul>	<ul style="list-style-type: none"> <li>• I know how to throw the ball in different ways, showing good accuracy, pace and consistently.</li> <li>• I know how to catch a ball at different heights and speeds. I know how to take part in competitive game, working together as a team, following rules, and playing fairly.</li> <li>• I know how to move quickly and use different ways to dodge to ball – jump, skip, jockey, gallop (dodgeball).</li> </ul>

# PE Progression Grid Heptonstall School



Class	Net & Wall games		Fitness	Swimming  Delivered by swimming teachers at a local sports centre
	Tennis (All classes), Badminton & Volleyball (Oak only)			
	Declarative knowledge	Procedural knowledge		
Acorn Reception, Y1 & Y2	<ul style="list-style-type: none"> <li>I know what a rally is.</li> <li>I know that there are rules of the game to follow.</li> <li>I know when to use different skills and simple tactics to win games, such as aiming into space to score points/make it difficult for my opponent.</li> <li>I know when to move to get in line with the ball to receive it.</li> </ul>	<ul style="list-style-type: none"> <li>Showing increased control when catching a ball</li> <li>Shows increasing control over an object, pushing, pulling, throwing, catching or kicking it</li> <li>Moves freely and with pleasure and confidence in a range of skilful ways</li> <li>Able to respond to simple instructions, showing a good understanding of safety when using tools and equipment</li> <li>shows understanding of the need for safety when tackling new challenges and considers and manages some risks when using equipment</li> <li>Can play in a group, extending and elaborating play ideas within the group</li> <li>Begins to accept the needs of others and can take turns and share, sometimes with the support of others</li> <li>Shows increasing control when throwing and catching a large ball.</li> <li>I know how to engage in competitive and cooperative activities (both against self and against others).</li> <li>I know how to move and use the ball in different way.</li> <li>I know how to show basic ball control with simple actions.</li> <li>I know how to send a ball to a partner (throwing, pushing, rolling).</li> </ul>	<ul style="list-style-type: none"> <li>Ability to dress themselves with support if necessary</li> <li>Moves freely and with pleasure and confidence in a range of skilful ways</li> <li>Engages in conversations with others</li> <li>Runs skilfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles</li> <li>Ability to link sounds to letters, naming and sounding the letters of the alphabet</li> <li>Understand why being active and playing games is good for you.</li> <li>Continue to develop fundamental movement skills, such as running, jumping, balancing and hopping.</li> <li>Improve physical components such as strength, speed, agility, coordination and stamina, and be able to apply these in a range of activities.</li> <li>Negotiate space, explore movements and engage in discussions around the benefits of regular exercise and why eating well is good for you.</li> </ul>	
Sapling Y3 & Y4	<ul style="list-style-type: none"> <li>I know that consistency is important when performing skills and practising techniques.</li> <li>I know that there are two types of rallies and I have participated in both.</li> <li>I know when to take up spaces to make it difficult for my opponents to score.</li> <li>I know why tactics are used in games.</li> <li>I know when to apply basic principles for attacking and defending when facing an opponent.</li> <li>I know when to find as use space to my advantage in game situations.</li> <li>I know when to use particular skills to try and win games.</li> </ul>	<ul style="list-style-type: none"> <li>I know how to perform skills needed for the game with control and accuracy.</li> <li>I know how to throw and send the ball using a variety of techniques.</li> <li>I know how to send a ball into space at different speeds and heights to make it difficult for the opponent.</li> <li>I know how to Intercept and stop the ball consistently.</li> <li>I know how to adopt a good 'ready position' to move and catch a ball.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to develop components of fitness, such as strength, speed, aerobic fitness and coordination. Children will show good control and coordination when performing skills in combination.</li> <li>Develop a greater physical knowledge, be able to demonstrate good whole-body strength and discuss the importance in leading healthy, active lifestyles.</li> </ul>	<ul style="list-style-type: none"> <li>Swim competently, confidently, and proficiently over a distance of at least 25 metres.</li> <li>Use a range of strokes effectively.</li> <li>Perform safe self-rescue in different water-based situations</li> </ul>

# PE Progression Grid Heptonstall School



Class	Net & Wall games		Fitness	Swimming  Delivered by swimming teachers at a local sports centre
	Tennis (All classes), Badminton & Volleyball (Oak only)			
	Declarative knowledge	Procedural knowledge		
Oak Y5 & Y6	<ul style="list-style-type: none"> <li>I know the benefits of having a good ready position/stance during a rally.</li> <li>I know when to apply principles suitable for attacking, e.g., identifying gaps</li> <li>I know when to apply principles suitable for defending e.g., position on court.</li> <li>I know when to perform tactical serves to help deceive opponents and score points.</li> </ul>	<ul style="list-style-type: none"> <li>I know how to use the correct footwork to hit the ball/shuttle with good technique.</li> <li>I know how to participate in competitive games, modified where appropriate.</li> <li>I know how to direct a ball/shuttle to a target area.</li> <li>I know how to perform consistently (resulting in longer rallies).</li> </ul>	<ul style="list-style-type: none"> <li>Develop physical fitness and be able to describe its importance</li> <li>Improve in a range of aerobic and anerobic fitness areas; being able to show determination to complete a task.</li> <li>Participate in activities such as circuit training, boxercise and key component specific, working individually, in pairs, and in small groups.</li> <li>Gain an appreciation of physical activity as a lifelong habit and understand how it can improve mental wellbeing.</li> <li>Recognise what went well in their own and others performance and allow children to listen to information given to help improve their own performance.</li> </ul>	