

PE - Our school curriculum

Our aim is for all pupils to be prepared for the next stage of their education by having the confidence and aptitude to make their own valuable contribution to their community. We want to prepare our pupils to be ready to meet new challenges with resilience and strong mental well-being, and to develop student independence by ensuring that their 'love for learning' continues throughout their time at Broadlands. We have a core curriculum that engages and suits the needs of all our pupils and our wider curriculum creates a culture of participation, opportunity and ambition. We have broken down our curriculum into a 'Head, Hands and Heart' approach. Each of these is explained below.

The Head – this area of our curriculum focuses on a child's knowledge and understanding. We look at what the children already know and how we can build upon this. Our focus is that the children's knowledge and understanding is relevant to them, taking into consideration their background, cultural capital, the area they live and their own strengths and barriers to learning.

The Hands – this area of our curriculum focuses on a child's skills. We give opportunities for the children to use and apply the knowledge and understanding they have developed.

The Heart – this area of our curriculum focuses on a child's learning behaviour. We look at their enthusiasm and passion for learning, their ability to work collaboratively with others and their ability for reflection and self-improvement.

Some aspects of learning within our school will focus on one specific area although the majority will encompass all areas of the 'Head, Hands and heart approach' with a holistic learning experience. As a school we recognise that there is no 'right way' for a child to learn and each child's learning experience needs to be catered to meet their individual needs.

As well as creating a holistic learning experience where we can effectively meet the needs of our learners, we believe that our 'Head, Hands, Heart' curriculum also gives children the best opportunities to succeed and fulfil their potential. We feel it helps to prepare children for the challenges they are currently facing but also for the future both educational and as they move into their adult life.

PE - Intent, Implementation and Impact

Intent

The School believes that Physical Education (PE), experienced in a safe and supportive environment, is essential to ensure children attain optimum physical and emotional development and good health. We intend to deliver high-quality teaching and learning opportunities that inspire all children to succeed in physical education and in developing life skills. We want to teach children skills to keep them safe such as being able to swim. We also want to teach children how to cooperate and collaborate with others as part of an effective team, understanding fairness and equity of play to embed life-long values. Our curriculum aims to improve the wellbeing and fitness of all children at Broadlands, not only through the sporting skills taught, but through the underpinning values and disciplines PE promotes.

The aims of teaching PE in our school:

- Children develop and apply fundamental movements within every lesson.
- Children are active throughout each PE lesson
- Children are at the forefront and have direct impact on their learning within lesson and through pupil voice.
- Staff have a clear understanding of the National Curriculum, through regular CPD.
- Learning is supported and enhanced through a range of curriculum sporting activities e.g. Rugby, football, tennis, gymnastics, athletics, outdoor and adventurous activities.
- EYFS lay strong foundation focusing on fundamental movements, fine and gross motor skills.
- Learning is differentiated to support the needs of every child.
- Swimming and water safety are taught throughout KS2 and extra opportunities are taken to continue to improve 25m swimming percentage
- Sports Premium Funding is spent effectively to develop a lasting legacy for PE & Sport at school.
- Cross-curriculum links are made explicit through the whole school focus on outdoor learning and training.

Implementation

PE at Broadlands Primary School provides challenging and enjoyable learning through a range of sporting activities including; invasion games, net & wall games, strike and field games, gymnastics, dance, swimming and outdoor & adventure.

The long-term plan sets out the PE units which are to be taught throughout the year and ensures that the requirements of the National Curriculum are fully met.

Pupils participate in two high quality PE lessons each week, covering two sporting disciplines every half term. In addition, children are encouraged to participate in the varied range of extra-curricular activities. Lunch time sports clubs are available each day and children can attend after school sport clubs three evenings per week.

Children are invited to attend competitive sporting events within the local area. This is an inclusive approach which endeavours to encourage not only physical development but also mental well-being. These events also develop teamwork and leadership skills and are very much enjoyed by the children.

Children in Year 5 swim once a day for 10 consecutive days during the Autumn Term.

Children in Year 4 swim once a day for 10 consecutive days during the Spring Term.

Children in Year 3 swim once a day for 10 consecutive days during the Summer Term.

Children in Year 6 swim once a day for 10 consecutive days during the Summer Term once SATS have been completed.

At Broadlands, our After-School Clubs also offer the children a physical activity they can do free of charge. These can range from Netball, Fitness, Bench Ball, Dodgeball and football.

In 2020 we launched the “Learn to Ride initiative”, where children who cannot ride a bike, or ride one confidently, can learn to ride a bike with support and encouragement. This will run after school for a week during the Spring Term.

Impact

Assessment for learning strategies are used on a daily basis by all PE Staff. These allow a picture to be built up of the pupils’ progress, any areas of strength or weakness which can then be addressed in future lessons. We help motivate children to participate in a variety of sports through quality teaching that is engaging and fun. From our lessons, our children learn to take responsibility for their own health and fitness, many of whom also enjoy the success of competitive sports. We equip our children with the necessary skills and a love for sport. They will hopefully grow up to live happy and healthy lives utilising the skills and knowledge acquired through PE.

PE – National Curriculum Objectives

KS1

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.

Pupils should be taught to:

Pe1.1 - 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

Pe1.2 - participate in team games, developing simple tactics for attacking and defending

Pe1.3 - perform dances using simple movement patterns.

KS2

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.

Pupils should be taught to:

Pe2.1 - use running, jumping, throwing and catching in isolation and in combination

Pe2.1 - 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

Pe2.1 - develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]

Pe2.1 - perform dances using a range of movement patterns

Pe2.1 - take part in outdoor and adventurous activity challenges both individually and within a team

Pe2.1 - compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

Pe3.1 - swim competently, confidently and proficiently over a distance of at least 25 metres

Pe3.1 - use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]

Pe3.2 - perform safe self-rescue in different water-based situations.

PE - Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery & Reception	Introduction to PE: Unit 1	Ball Skills: Unit 1	Dance: Unit 1	Fundamentals: Unit 1	Games: Unit 1	Gymnastics: Unit 1
	Introduction to PE: Unit 2	Ball Skills: Unit 2	Dance: Unit 2	Fundamentals: Unit 2	Games: Unit 2	Gymnastics: Unit 2 & Sports Day Practice
Year 1 and 2	Fundamentals	Fitness	Ball Skills	Net & Wall	Athletics	Athletics & Sports Day Practice
	Invasion	Dance	Sending & Retrieving	Gymnastics	Target Games	Athletics
Year 3 and 4	Ball Skills Y3/4	Tag Rugby	Fundamentals Y3/4	Hockey	Tennis	Athletics & Sports Day Practice
	Football	Gymnastics	Netball	Dance	Swimming: 2 Weeks & Fitness	Rounders
Year 4 and 5	Tag Rugby	Netball	Football	Badminton Y5/6	Tennis	Athletics & Sports Day Practice
	Hockey	Gymnastics	Dance	Fitness	Swimming: 2 Weeks & Cricket	Rounders
Year 6	Hockey	Football	Swimming: 2 Weeks & Badminton	Cricket	Athletics	Athletics & Sports Day Practice
	Fitness	Dance	Gymnastics	Volleyball Y5/6	Tennis	Rounders

PE - Year 1

	Head	Hands
Dance	<ul style="list-style-type: none"> • Can they compare and evaluate their own performances? [1] • Can they compare and evaluate the performance of others? • Do they know what they need to do to improve their performance? [2] • Do they know and understand the fundamentals of the skills and rules required? [3] • Do they understand how to apply the skills they know? [3] 	<ol style="list-style-type: none"> 1. Can they respond to a range of stimuli? 2. Can they communicate their ideas through dance and unfold a character or story? 3. Can they choose appropriate movements to show recognition of different rhythms, dynamics and relationships?
Gymnastics	<ul style="list-style-type: none"> • Can they extend their agility, balance and coordination, individually and with others? [1/2/3/4/5/6/7] 	<ol style="list-style-type: none"> 1. Can they can bounce, hop, spring and jump using a variety of take offs and landings. 2. Can they demonstrate different stretched balances to show wide and narrow body shapes? 3. Can they select and link together three different movements? 4. Can they transfer work safely from the floor to the apparatus? 5. Can they spin, rock, roll and turn with control on various parts of the body? 6. Can they can skip with a rope. 7. Do they understand how to use apparatus safely for its intended purpose?
Invasion Games	<ul style="list-style-type: none"> • Can they participate in team games, developing simple tactics for attacking and defending? [1] 	<ol style="list-style-type: none"> 1. Can they use and develop their sending, receiving and travelling with skills in games?
Athletics Striking and Fielding Games Net and Wall Games	<ul style="list-style-type: none"> • Can they master basic movements including running, jumping, throwing and catching? [1/2/3/4/5/6] 	<ol style="list-style-type: none"> 2. Can they demonstrate basic jumps and can make up simple combinations with a partner? 3. Can they move at different speeds and change direction with a pivot action? 4. Can they use both underarm and overarm throws with increasing accuracy? 5. Do they know and can show different ways of using a ball including with a bat? 6. Do they understand how to use apparatus safely for its intended purpose?
Heart		
<ul style="list-style-type: none"> • Do they show an age appropriate desire to extend their own learning and find out more? • Do they actively share what they have found with others? • Do they show enthusiasm and commitment to the topic? • Do they show the ability to communicate with others? 		

- The learner demonstrates the ability to work with other children (collaborate).
- Do they demonstrate the ability to compete with other children whilst showing good sporting values?

PE - Year 2

	Head	Hands
Dance	<ul style="list-style-type: none"> • Can they compare and evaluate their own performances? [1] • Can they compare and evaluate the performance of others? • Do they know what they need to do to improve their performance? [2] • Do they know and understand the fundamentals of the skills and rules required? [3] • Do they understand how to apply the skills they know? [3] 	<ol style="list-style-type: none"> 1. Can they demonstrate change and vary their movements to convey emotions? 2. Can they copy and perform simple movements/rhythmic patterns and respond to stimuli? 3. Can they use different levels of speed, direction and levels?
Gymnastics	<ul style="list-style-type: none"> • Can they extend their agility, balance and coordination, individually and with others? [1/2/3/4/5/6/7] 	<ol style="list-style-type: none"> 1. Then they can travel at different heights, different speeds and different directions. 2. Can they balance confidently on different body parts? 3. Can they link movements to create a sequence? 4. Can they perform a limited range of skills with a partner? 5. Can they turn, spin and twist different body parts with control and co-ordination?

Invasion Games	<ul style="list-style-type: none"> Can they participate in team games, developing simple tactics for attacking and defending? [1] 	<ol style="list-style-type: none"> Can they throw, catch and bounce balls when standing still and moving? Do they know how to develop and apply skills relevant to specific games? Can they remember, repeat and link combinations of skills in a game? Can they use and vary simple tactics? Can they improve the co-ordination, control and consistency of their actions?
Athletics Striking and Fielding Games Net and Wall Games	<ul style="list-style-type: none"> Can they master basic movements including running, jumping, throwing and catching? [1/2/3/4/5/6/7/8] Can they master basic movements including running, jumping, throwing and catching? [1/2/3/4/5/6/7/8] 	<ol style="list-style-type: none"> Can they demonstrate a range of take-offs and landings and combine some of them into patterns of jumping? Can they show the difference between running at speed and jogging and be able to maintain a steady rhythm? Can they take part in a relay activity? Can they throw with increasing accuracy using a variety of games equipment? Can they use different techniques for running, jumping and throwing? Can they throw, catch and bounce balls when standing still and moving? Can they improve the co-ordination, control and consistency of their actions? Can they throw and catch balls when standing still and moving?
Heart		
<ul style="list-style-type: none"> Do they show an age appropriate desire to extend their own learning and find out more? Do they actively share what they have found with others? Do they show enthusiasm and commitment to the topic? Do they show the ability to communicate with others? The learner demonstrates the ability to work with other children (collaborate). Do they demonstrate the ability to compete with other children whilst showing good sporting values? 		

	Head	Hands
Dance	<ul style="list-style-type: none"> • Can they compare and evaluate their own performances? [1] • Can they compare and evaluate the performance of others? • Do they know what they need to do to improve their performance? [2] • Do they know and understand the fundamentals of the skills and rules required? [3] • Do they understand how to apply the skills they know? [3] 	<ol style="list-style-type: none"> 1 Can they can perform dance actions with greater control, fluency and coordination. 2 Can they improvise using a stimulus to create ideas? 3 Can they shape movements into a whole dance with simple structure? 4 Can they perform with an awareness of rhythm, dynamic and expressive qualities?
Gymnastics	<ul style="list-style-type: none"> • Can they 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? [1/2/3/4] • Can they develop flexibility, strength, technique, control and balance? [2] 	<ol style="list-style-type: none"> 1. Can they identify and use different body parts to balance on and know which combinations produce the most stable basis? 2. Do they understand how different body parts are capable of transferring and receiving body weight? 3. Can they rotate and roll on different body parts and roll in different directions showing different shapes, speeds and sizes? 4. Can they move into and from a range of skills with control and accuracy?
Invasion Games	<ul style="list-style-type: none"> • Can they play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending? [1/2/3/4/5] 	<ol style="list-style-type: none"> 1. Can they consolidate and improve the quality and consistency of their skills? 2. Can they improve their ability to apply a range of simple tactics? 3. Can they play small sided games? 4. Can they use appropriate skills? 5. Can they develop the range of skills used?
Athletics Striking and Fielding Games Net and Wall Games	<ul style="list-style-type: none"> • Can they master basic movements including running, jumping, throwing and catching? [1/2/3/4/5/6/7/8] • Can they develop flexibility, strength, technique, control and balance? [4] 	<ol style="list-style-type: none"> 1. Can they run at fast, medium and slow speeds and be able to change speeds and direction? 2. Can they link combinations of jumps with some fluency and control? 3. Can they confidently take part in a range of relay activities? 4. Can they throw a range of objects and equipment consistently and accurately?
OAA	<ul style="list-style-type: none"> • Can they take part in outdoor and adventurous activity challenges both individually and within a team? [1/2/3] 	<ol style="list-style-type: none"> 1. Can they map colours and common basic symbols? 2. Can they use maps and diagrams to orientate themselves and successfully navigate around a simple course? 3. Can they undertake simple orienteering exercises both indoors and in the school grounds?
Heart		

- Do they show an age appropriate desire to extend their own learning and find out more?
- Do they actively share what they have found with others?
- Do they show enthusiasm and commitment to the topic?
- Do they show the ability to communicate with others?
- The learner demonstrates the ability to work with other children (collaborate).
- Do they demonstrate the ability to compete with other children whilst showing good sporting values?

PE - Year 4

	Head	Hands
Dance	<ul style="list-style-type: none"> • Can they compare and evaluate their own performances? [1] • Can they compare and evaluate the performance of others? • Do they know what they need to do to improve their performance? [2] • Do they know and understand the fundamentals of the skills and rules required? [3] • Do they understand how to apply the skills they know? [3] 	<ol style="list-style-type: none"> 1. Can they develop simple motifs? 2. Can they perform dances expressing the mood clearly and fluently? 3. Do they remember, refine and repeat dance phrases? 4. Can they structure a dance with a partner?
Gymnastics	<ul style="list-style-type: none"> • Can they 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? [1/2/3/4] • Can they develop flexibility, strength, technique, control and balance? [2] 	<ol style="list-style-type: none"> 1. Can they identify and use different body parts to balance on and know which combinations produce the most stable basis? 2. Do they understand how different body parts are capable of transferring and receiving body weight? 3. Can they rotate and roll on different body parts and roll in different directions showing different shapes, speeds and sizes? 4. Can they move into and from a range of skills with control and accuracy?

Invasion Games	<ul style="list-style-type: none"> Can they play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending? [1/2/3/4/5] 	<ol style="list-style-type: none"> Can they consolidate their skills and improve their control and quality of them? Can they vary their skills and employ them appropriately? Can they use, adapt and transfer appropriate principles of play and tactics. Can they develop the range and consistency of their skills in the games played? Can they play in small games using a variety of formations?
Athletics Striking and Fielding Games Net and Wall Games	<ul style="list-style-type: none"> Can they develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success? [1/2] Can they develop flexibility, strength, technique, control and balance? [3] 	<ol style="list-style-type: none"> Can they run at different speeds smoothly and with consistency? Can they demonstrate different combinations of jumps, showing control, co-ordination and consistency? Can they throw a range of objects in to a target area using a range of techniques with some accuracy and power?
OAA	<ul style="list-style-type: none"> Can they take part in outdoor and adventurous activity challenges both individually and within a team? [1/2] 	<ol style="list-style-type: none"> Can they read a map using more complex keys and symbols to complete a variety of orienteering exercises? Can they participate in a range of problem solving and adventure games?

Heart

- Do they show an age appropriate desire to extend their own learning and find out more?
- Do they actively share what they have found with others?
- Do they show enthusiasm and commitment to the topic?
- Do they show the ability to communicate with others?
- The learner demonstrates the ability to work with other children (collaborate).
- Do they demonstrate the ability to compete with other children whilst showing good sporting values?

	Head	Hands
Dance	<ul style="list-style-type: none"> • Can they compare and evaluate their own performances? [1] • Can they compare and evaluate the performance of others? • Do they know what they need to do to improve their performance? [2] • Do they know and understand the fundamentals of the skills and rules required? [3] • Do they understand how to apply the skills they know? [3] 	<ol style="list-style-type: none"> 1. Can they translate narrative ideas to movement? 2. Can they show clear changes in mood and dynamics when performing? 3. Do they remember and perform the whole dance? 4. Can they use a variety of rhythm?
Gymnastics	<ul style="list-style-type: none"> • Can they 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? [1/2/3/4] • Can they develop flexibility, strength, technique, control and balance? [2] • Can they play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending? [1/2/3/4/5] 	<ol style="list-style-type: none"> 1. Can they balance on different body parts to create the bridge shapes both as individuals and with a partner? 2. Do they understand and can they demonstrate five basic jumps showing different shapes and directions in the air and show flight from feet to hands to feet? 3. Can they identify and use spinning, rotation and rolling around three different axes? 4. Can they adapt, refine and improve specific skills. 5. Can they transfer flight safely onto apparatus? 6. Do they understand that all gymnastic skills use various combinations of pushing, pulling, swinging and gripping?
Invasion Games	<ul style="list-style-type: none"> • Can they develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success? [1/2/4] • Can they develop flexibility, strength, technique, control and balance? [3/4] 	<ol style="list-style-type: none"> 1. Can they apply basic tactics and strategies for attacking play? 2. Can they develop new skills relevant to specific games? 3. Can they develop the range and consistency of their skills in games activities? 4. Can they select and apply skills more consistently in specific activities and games? 5. Can they select and apply basic principles of games and apply them to different situations? 6. Can they consolidate their existing skills and is develop new ones?
Athletics Striking and Fielding Games	<ul style="list-style-type: none"> • Can they develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success? [1/2/4] • Can they develop flexibility, strength, technique, control and balance? [3/4] 	<ol style="list-style-type: none"> 1. Can they run more rhythmically and sustain their pace over longer distances? 2. Can they throw with greater control and accuracy? 3. Can they perform a range of jumps showing control and consistency? 4. Can they demonstrate the basic principles of running (including relays)? <ol style="list-style-type: none"> 1. Can they select and apply skills more consistently in specific activities and games?

Net and Wall Games	<ul style="list-style-type: none"> • Can they develop an understanding of how to improve in different games and sports and learn how to evaluate and recognise their own success? [1/2/4] • Can they develop strength, technique, and control? [3] • Can they play competitive games, modified where appropriate and apply basic principles suitable for net and wall games? [1/3/4] 	<ol style="list-style-type: none"> 2. Can they develop new skills relevant to specific games? 3. Can they select and apply basic principles of games and apply them to different situations? 4. Can they consolidate their existing skills and is develop new ones?
OAA	<ul style="list-style-type: none"> • Can they take part in outdoor and adventurous activity challenges both individually and within a team? [1/2/3] 	<ol style="list-style-type: none"> 1. Can they plan and organise a simple orienteering trail using a variety of map reading and compass skills? 2. Can they make more complex route choices? 3. Can they develop their skills in unfamiliar and varying terrain?

Heart

<ul style="list-style-type: none"> • Do they show an age appropriate desire to extend their own learning and find out more? • Do they actively share what they have found with others? • Do they show enthusiasm and commitment to the topic? • Do they show the ability to communicate with others? • The learner demonstrates the ability to work with other children (collaborate). • Do they demonstrate the ability to compete with other children whilst showing good sporting values?
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PE - Year 6

	Head	Hands
Dance	<ul style="list-style-type: none"> • Can they compare and evaluate their own performances? [1] • Can they compare and evaluate the performance of others? • Do they know what they need to do to improve their performance? [2] • Do they know and understand the fundamentals of the skills and rules required? [3] • Do they understand how to apply the skills they know? [3] 	<ol style="list-style-type: none"> 1. Can they work creatively and imaginatively, on their own and with a partner? 2. Can they perform expressively and sensitively to accompaniment? 3. Can they perform set patterns and dances fluently and with control? 4. Can they create and structure motifs, phrases, sections and whole dances?
Gymnastics	<ul style="list-style-type: none"> • Can they 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? [1/2/3/4] • Can they develop flexibility, strength, technique, control and balance? [2] 	<ol style="list-style-type: none"> 1. Can they match and mirror the movements of their partner? 2. Can they synchronise and canon the movements of their partner? 3. Can they balance on different body parts using different levels and shapes? 4. Can they use a variety of clear body shapes when jumping? 5. Can they use counter balance and counter tension with a partner?

Invasion Games	<ul style="list-style-type: none"> Can they play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending? [1/2/3/4/5] 	<ol style="list-style-type: none"> Can they combine and perform skills more fluently? Can they use skills appropriately in a game situation? Do they show consistency and accuracy in their skills? Can they use attacking and defending strategies more consistently? Can they apply a range of tactics for attack and defence? Can they play small sided and modified versions of games?
Athletics Striking and Fielding Games Net and Wall Games	<ul style="list-style-type: none"> Can they develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success? [1/2/4] Can they develop flexibility, strength, technique, control and balance? [3] Can they develop an understanding of how to improve in different games and sports and learn how to evaluate and recognise their own success? [1/2/4] Can they develop strength, technique, and control? [3] Can they play competitive games, modified where appropriate and apply basic principles suitable for net and wall games? [1/3/4] 	<ol style="list-style-type: none"> Can they throw with greater control, accuracy and efficiency? Can they sustain their pace over longer distances? Can they perform a range of jumps showing power, control and consistency at both take-off and landing? Can they demonstrate the basic principles of running (including relays)? Can they select and apply skills more consistently in specific activities and games? Can they develop new skills relevant to specific games? Can they select and apply basic principles of games and apply them to different situations? Can they consolidate their existing skills and is develop new ones?
OAA	<ul style="list-style-type: none"> Can they take part in outdoor and adventurous activity challenges both individually and within a team? [1/2/3] 	<ol style="list-style-type: none"> Can they plan and navigate a variety of orienteering challenges using map reading and compass skills in unfamiliar settings? Can they plan and undertake a journey in the outdoors? Do they participate in the different types of orienteering courses in preparation for competition and participating in the sport of Orienteering?

Heart

- Do they show an age appropriate desire to extend their own learning and find out more?
- Do they actively share what they have found with others?
- Do they show enthusiasm and commitment to the topic?
- Do they show the ability to communicate with others?
- The learner demonstrates the ability to work with other children (collaborate).
- Do they demonstrate the ability to compete with other children whilst showing good sporting values?