



## West Bridgford Junior School – P.E Curriculum Map

At West Bridgford Junior School, we believe that the Physical Development we provide forms an essential foundation for the growth of the whole child. P.E enables all children to develop not only their agility and skill across a range of sports and activities, but also helps to promote character-building, cooperation, teamwork and self-esteem. We aim to provide a range of non-competitive and competitive experiences for all children within the curriculum, and opportunities for everyone to represent the school in organised events beyond the school. We strive to be a healthy school and PE plays an essential role in forming good habits and a love of physical exercise, which can be maintained throughout our pupils' lives. All units shown below are part of the 'Complete PE' scheme of work, unless they appear in italics.

	Autumn		Spring		Summer	
Year 3	Hockey Dance	Tag Rugby Gymnastics	Health related exercise Handball	Dodgeball <i>Yoga</i>	Paceball/Rounders Athletics	Tennis Dance
Year 4	Basketball Dance	Netball <i>Indoor Athletics</i>	<i>Paceball</i> <i>Curling</i>	<i>Paceball</i> Gymnastics	Athletics Football	Cricket Orienteering
Year 5	<i>Paceball</i> <i>Cross country and fitness</i>	<i>Paceball</i> Hockey	<i>Lacrosse</i> <i>Yoga</i>	<i>Swimming</i> Tennis	<i>Swimming</i> Tennis	<i>Zumba</i> Rounders
Year 6	Tag Rugby Problem Solving	Netball Gymnastics	Health related exercise Football	Dodgeball Dance	Yoga/Paceball Cricket	<i>Paceball</i> Athletics

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## Year 3

Dance	<ul style="list-style-type: none"> <li>- To improvise freely, translating ideas into movement</li> <li>- To create dance phrases that communicate ideas</li> <li>- To share and create dance phrases with a partner or in a small group</li> </ul>	<ul style="list-style-type: none"> <li>- To repeat, remember and perform phrases in a dance</li> <li>- To use dynamic, rhythmic and expressive qualities clearly and with control</li> <li>- To understand the importance of warming up and cooling down</li> </ul>	<ul style="list-style-type: none"> <li>- To recognise and talk about the movements involved in dance</li> <li>- To suggest improvements to personal and corporate dances</li> </ul>	<p><b>Travel, Stillness, Direction, Space, Body parts, Levels, Speed, Space, Repetition, Action and reaction, Pattern</b></p>
Striking & fielding	<ul style="list-style-type: none"> <li>- To use a range of skills eg throwing, striking etc with some control and accuracy</li> <li>- To choose and vary tactics to suit the situation in a game</li> <li>- To carry out tactics successfully</li> </ul>	<ul style="list-style-type: none"> <li>- To set up small games</li> <li>- To know rules and use them fairly to keep games going</li> <li>- To explain how to get ready to play games</li> </ul>	<ul style="list-style-type: none"> <li>- To carry out warm-ups with care and an awareness of the body</li> <li>- To suggest what needs practising</li> </ul> <p><b>(OBJECTIVES SHARED WITH YEAR 4)</b></p>	<p><b>Keep possession, Scoring goals, Keeping score, Making space, Pass/send/receive, Travel with a ball, Make use of space, Points/goals, Rules, Tactics, Batting, Fielding, Defending, Hitting</b></p>
Net/Wall	<ul style="list-style-type: none"> <li>- To keep up a continuous game, using a range of throwing/catching skills</li> <li>- To use a small range of racket skills</li> <li>- To choose and use a range of simple tactics for sending the ball to make it difficult for an opponent</li> </ul>	<ul style="list-style-type: none"> <li>- To adopt and refine rules</li> <li>- To make up net games, and understand the point of the game</li> <li>- To keep rules fairly and effectively</li> </ul>	<ul style="list-style-type: none"> <li>- To recognise how net games make the body work</li> <li>- To talk about good performance and recognise aspects to be improved</li> <li>- To choose and use a range of simple tactics to defend the court</li> </ul> <p><b>(OBJECTIVES SHARED WITH YEAR 4)</b></p>	
Invasion	<ul style="list-style-type: none"> <li>- To throw and catch, with control, to keep possession and score 'goals'</li> <li>- To be aware of space and use it to support team mates and cause problems for opponents</li> <li>- To know and use rules fairly to keep games going</li> </ul>	<ul style="list-style-type: none"> <li>- To keep possession with some success when using equipment that is not used for throwing and catching skills</li> <li>- To explain why it is important to warm up and cool down</li> <li>- To say when a player has moved to help others</li> </ul>	<ul style="list-style-type: none"> <li>- To apply knowledge to games play</li> </ul>	

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## Year 3

Gymnastics	<p><b>Pupils explore simple skills (they copy, remember, repeat and explore)</b></p> <ul style="list-style-type: none"> <li>- They perform simple actions with control and coordination.</li> <li>- They vary skills, actions and ideas and link these in ways that suit the activities.</li> </ul>	<ul style="list-style-type: none"> <li>- They begin to show some understanding of simple tactics and basic compositional ideas.</li> <li>- They talk about differences between their own and others' performance and suggest improvements.</li> </ul>	<ul style="list-style-type: none"> <li>- They understand how to exercise safely, and describe how their bodies feel during different activities</li> </ul>	<p><b>Stretch, push, pull, step, spring, crawl, still, slowly, tall, long, forwards, high, low, roll, copy, jump, land, balance</b></p>
Swimming	N/A			
Athletic Activities	<ul style="list-style-type: none"> <li>- demonstrate the five basic jumps on their own, <i>eg a series of hops</i>, and in combination, <i>eg hop, one-two, two-two</i>, showing control at take-off and landing</li> <li>- run continuously for about one minute and, when required, show the difference between running at speed and jogging</li> </ul>	<ul style="list-style-type: none"> <li>- demonstrate a range of throwing actions using a variety of games equipment</li> <li>- use different techniques, speeds and effort to meet challenges set for running, jumping and throwing</li> <li>- describe what happens to their heart, breathing and temperature during different types of athletic activity</li> </ul>	<ul style="list-style-type: none"> <li>- identify and describe different running, jumping and throwing actions</li> <li>- explain what is successful and what they have to do to perform better</li> <li>- throw with increasing accuracy and coordination into targets set at different distances</li> </ul>	
Outdoor and adventurous activities	<ul style="list-style-type: none"> <li>- orientate themselves and move with increasing confidence and accuracy when following trails and simple orienteering courses</li> <li>- use skills with control in problem-solving activities</li> <li>- realise that activities need thinking through, and recognise that planning is useful</li> </ul>	<ul style="list-style-type: none"> <li>- meet the challenges effectively in teams</li> <li>- identify how their bodies work in the different challenges set</li> <li>- conserve their efforts and keep their concentration during tasks</li> <li>- prepare themselves effectively and follow safety procedures</li> </ul>	<ul style="list-style-type: none"> <li>- learn from watching others and use what they have seen to improve their own performance</li> <li>- use the repeated trials, courses and challenges to develop and change the approaches they use</li> <li>- choose sensible skills and approaches for the challenges set</li> </ul> <p><b>(OBJECTIVES SHARED WITH YEAR 4)</b></p>	

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## Year 4

Dance	<p>To respond imaginatively to a range of stimuli related to character and narrative</p> <ul style="list-style-type: none"> <li>- To use and structure simple movement phrases individually, in pairs and in groups</li> </ul>	<ul style="list-style-type: none"> <li>- To refine, repeat and remember dance phrases and dances</li> <li>- To perform dances clearly and fluently</li> </ul>	<ul style="list-style-type: none"> <li>- To show sensitivity to dance ideas</li> <li>- To show a clear understanding of how to warm-up and cool down safely</li> <li>- To describe, interpret and evaluate dance, using appropriate language</li> </ul>	<p><b>Travel, Stillness, Direction, Space, Body parts, Levels, Speed, Space, Repetition, Action and reaction, Pattern</b></p>
Striking & fielding	<ul style="list-style-type: none"> <li>- To use a range of skills eg throwing, striking etc with some control and accuracy</li> <li>- To choose and vary tactics to suit the situation in a game</li> <li>- To carry out tactics successfully</li> </ul>	<ul style="list-style-type: none"> <li>- To set up small games</li> <li>- To know rules and use them fairly to keep games going</li> <li>- To explain how to get ready to play games</li> </ul>	<ul style="list-style-type: none"> <li>- To carry out warm-ups with care and an awareness of the body</li> <li>- To suggest what needs practising</li> </ul> <p><b>(OBJECTIVES SHARED WITH YEAR 3)</b></p>	<p><b>Keep possession, Scoring goals, Keeping score, Making space, Pass/send/receive, Travel with a ball, Make use of space, Points/goals, Rules, Tactics, Batting, Fielding, Defending, Hitting</b></p>
Net/Wall	<p>To keep up a continuous game, using a range of throwing/catching skills</p> <ul style="list-style-type: none"> <li>- To use a small range of racket skills</li> <li>- To choose and use a range of simple tactics for sending the ball to make it difficult for an opponent</li> </ul>	<ul style="list-style-type: none"> <li>- To adopt and refine rules</li> <li>- To make up net games, and understand the point of the game</li> <li>- To keep rules fairly and effectively</li> </ul>	<ul style="list-style-type: none"> <li>- To recognise how net games make the body work</li> <li>- To talk about good performance and recognise aspects to be improved</li> <li>- To choose and use a range of simple tactics to defend the court</li> </ul> <p><b>(OBJECTIVES SHARED WITH YEAR 3)</b></p>	
Invasion	<ul style="list-style-type: none"> <li>- To play games with some fluency and accuracy using a range of techniques</li> <li>- To find ways of attacking successfully when using other skills</li> <li>- To use a variety of simple tactics for attacking well, keeping possession of the ball as a team and getting into</li> </ul>	<p>positions to 'score'</p> <ul style="list-style-type: none"> <li>- To know the rules of the games</li> <li>- To understand the need for defence as well as attack</li> <li>- To understand how strength, stamina and speed can be improved by playing invasion games</li> </ul>	<ul style="list-style-type: none"> <li>- To lead partners through simple warm up routines</li> <li>- To watch and describe others performances and suggest practices that will improve them</li> </ul>	
Gymnastics	<p><b>Pupils select and use skills, actions and ideas appropriately, applying them with coordination and control.</b></p> <ul style="list-style-type: none"> <li>- They show that they understand tactics and composition by starting to vary how they respond.</li> </ul>	<ul style="list-style-type: none"> <li>- They can see how their work is similar to and different from others' work, and use this understanding to improve their own performance.</li> </ul>	<ul style="list-style-type: none"> <li>- They give reasons why warming up before an activity is important, and why physical activity is good for their health.</li> </ul>	<p><b>Stretch, push, pull, step, spring, crawl, still, slowly, tall, long, forwards, high, low, roll, copy, jump, land, balance</b></p>

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## Year 4

Swimming	<p>To swim between 10 and 20m unaided in shallow water, using one basic method to achieve the distance</p> <ul style="list-style-type: none"> <li>- To use floats to swim longer distances with a more controlled leg-kick</li> </ul>	<ul style="list-style-type: none"> <li>- To explore how to move in and under water</li> <li>- To recognise how swimming affects breathing</li> </ul>	<ul style="list-style-type: none"> <li>- To identify and describe differences between different leg and arm actions</li> <li>- To join in all swimming activities confidently</li> </ul>	
Athletic Activities	<ul style="list-style-type: none"> <li>- run consistently and smoothly at different speeds</li> <li>- demonstrate different combinations of jumps, showing control, coordination and consistency</li> <li>- throw a range of implements into a target area with consistency and accuracy</li> </ul>	<ul style="list-style-type: none"> <li>- recognise that there are different styles of running, jumping and throwing, and that they need to choose the best for a particular challenge and type of equipment</li> <li>- pace their effort well in different types of event so that they can keep going steadily and maintain the quality of their action</li> <li>- identify and record when their body is cool, warm and hot</li> </ul>	<ul style="list-style-type: none"> <li>- recognise and record that their body works differently in different types of challenge and event</li> <li>- carry out stretching and warm-up activities safely</li> <li>- watch and describe specific aspects of running, jumping and throwing styles</li> <li>- suggest, with guidance, a target for improving distance or height</li> </ul>	
Outdoor and adventurous activities	<ul style="list-style-type: none"> <li>- orientate themselves and move with increasing confidence and accuracy when following trails and simple orienteering courses</li> <li>- use skills with control in problem-solving activities</li> <li>- realise that activities need thinking through, and recognise that planning is useful</li> </ul>	<ul style="list-style-type: none"> <li>- meet the challenges effectively in teams</li> <li>- identify how their bodies work in the different challenges set</li> <li>- conserve their efforts and keep their concentration during tasks</li> <li>- prepare themselves effectively and follow safety procedures</li> </ul>	<ul style="list-style-type: none"> <li>- learn from watching others and use what they have seen to improve their own performance</li> <li>- use the repeated trials, courses and challenges to develop and change the approaches they use</li> <li>- choose sensible skills and approaches for the challenges set</li> </ul> <p><b>(OBJECTIVES SHARED WITH YEAR 3)</b></p>	

# West Bridgford Junior School – P.E Curriculum Map



## Year 5

Dance	<ul style="list-style-type: none"> <li>-To compose motifs and plan dances creatively and collaboratively in groups</li> <li>- To adapt and refine the way weight, space and rhythm are used in dances</li> <li>- To perform different styles of dance clearly and fluently</li> </ul>	<ul style="list-style-type: none"> <li>- To organise personal warm-up and cool-down exercises</li> <li>- To show an understanding of safe exercising</li> </ul>	<ul style="list-style-type: none"> <li>- To recognise and comment on dances, showing an understanding of style</li> <li>- To suggest ways in which work can be improved</li> </ul>	<b>Dance style, Technique, Pattern, Rhythm, Variation, Unison, Canon, Action, Reaction</b>
Striking & fielding	<ul style="list-style-type: none"> <li>- To strike a bowled ball</li> <li>- To use a range of fielding skills, with growing control and consistency</li> <li>- To work collaboratively in pairs, group activities and small sided games</li> </ul>	<ul style="list-style-type: none"> <li>- To use and apply basic rules consistently and fairly</li> <li>- To understand and implement a range of tactics in games</li> </ul>	<ul style="list-style-type: none"> <li>- To recognise the activities and exercises that need including in a warm up</li> <li>- To identify personal strengths and suggest practices to aid improvement</li> </ul> <b>(OBJECTIVES SHARED WITH YEAR 6)</b>	<b>Keeping possession, Passing, Dribbling, Shooting, Support, Marking, Attackers/defenders , Marking, Team play, Batting, Fielding, Bowler, Defending, Hitting, Offside, Pitch, Forehand/backhand</b>
Net/Wall	<ul style="list-style-type: none"> <li>- To use forehand, backhand and overhead shots increasingly well in the games played</li> <li>- To volley well</li> <li>- To use the skills they prefer with competence and consistency</li> </ul>	<ul style="list-style-type: none"> <li>- To understand the need for tactics</li> <li>- To start to choose and use tactics effectively</li> <li>- To play co-operatively with a partner</li> <li>- To apply rules fairly and consistently</li> </ul>	<ul style="list-style-type: none"> <li>- To identify appropriate exercises and activities for warming up and how the games make the body work</li> <li>- To pick out good aspects of performance and suggest ideas for improvement</li> </ul> <b>(OBJECTIVES SHARED WITH YEAR 6)</b>	
Invasion	<ul style="list-style-type: none"> <li>- To pass, dribble and shoot with control in games</li> <li>- To identify and use tactics to help the team keep the ball and advance it</li> </ul>	<ul style="list-style-type: none"> <li>- To mark opponents and help each other in defence</li> <li>- To know and carry out warm up activities that use exercises useful for invasion games</li> </ul>	<ul style="list-style-type: none"> <li>- To pick out parts of performance that could be improved, and suggest ideas and practices to make them better</li> </ul>	
Gymnastics	<p><b>Pupils link skills, techniques and ideas and apply them accurately and appropriately.</b></p> <ul style="list-style-type: none"> <li>- Their performance shows precision, control and fluency, and that they understand tactics and composition.</li> </ul>	<ul style="list-style-type: none"> <li>- They compare and comment on skills, techniques and ideas used in their own and others' work, and use this understanding to improve their performance.</li> </ul>	<ul style="list-style-type: none"> <li>- They explain and apply basic safety principles in preparing for exercise.</li> <li>- They describe what effects exercise has on their bodies, and how it is valuable to their fitness and health.</li> </ul>	<b>Muscles, Joints, Symmetrical/asymmetrical, Rotation, Turn, Shape, Landing, Take-off, Flight, Performance/evaluation</b>

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## Year 5

Swimming	<ul style="list-style-type: none"> <li>- To swim between 10 and 20m unaided in shallow water, using one basic method to achieve the distance</li> <li>- To use floats to swim longer distances with a more controlled leg-kick</li> </ul>	<ul style="list-style-type: none"> <li>- To join in all swimming activities confidently</li> <li>- To explore how to move in and under water</li> </ul>	<ul style="list-style-type: none"> <li>- To recognise how swimming affects breathing</li> <li>- To identify and describe differences between different leg and arm actions</li> </ul>	
Athletic Activities	<ul style="list-style-type: none"> <li>- sustain their pace over longer distances, <i>eg sprint for seven seconds, run for one or two minutes</i></li> <li>- throw with greater control, accuracy and efficiency</li> <li>- perform a range of jumps showing power, control and consistency at both take-off and landing</li> </ul>	<ul style="list-style-type: none"> <li>- organise themselves in small groups safely, and take turns and different roles</li> <li>- know and understand the basic principles of relay take-overs</li> <li>- take part well in a relay event</li> <li>- perform a range of warm-up activities</li> <li>- explain how warming up can affect their performance</li> </ul>	<ul style="list-style-type: none"> <li>- say why some athletics activities can improve strength, power or stamina, and explain how these can help their performance in other types of activity</li> <li>- watch a partner's athletic performance and identify the main strengths</li> <li>- identify parts of the performance that need to be practised and refined, and suggest improvements</li> </ul>	
Outdoor and adventurous activities	<ul style="list-style-type: none"> <li>- orientate themselves and move with increasing confidence and accuracy when following trails and simple orienteering courses</li> <li>- use skills with control in problem-solving activities</li> <li>- realise that activities need thinking through, and recognise that planning is useful</li> </ul>	<ul style="list-style-type: none"> <li>- meet the challenges effectively in teams</li> <li>- identify how their bodies work in the different challenges set</li> <li>- conserve their efforts and keep their concentration during tasks</li> <li>- prepare themselves effectively and follow safety procedures</li> </ul>	<ul style="list-style-type: none"> <li>- learn from watching others and use what they have seen to improve their own performance</li> <li>- use the repeated trials, courses and challenges to develop and change the approaches they use</li> <li>- choose sensible skills and approaches for the challenges set</li> </ul> <p><b>(OBJECTIVES SHARED WITH YEAR 6)</b></p>	

# West Bridgford Junior School – P.E Curriculum Map



## Year 6

Dance	<ul style="list-style-type: none"> <li>- To work creatively and imaginatively, independently and in groups/pairs</li> <li>- To perform expressively and sensitively</li> <li>- To perform dances fluently and with control</li> </ul>	<ul style="list-style-type: none"> <li>- To warm up/cool down independently</li> <li>- To understand how dance can improve health</li> </ul>	<ul style="list-style-type: none"> <li>- To use appropriate criteria to evaluate work – both independently and for others</li> <li>- To talk about dance with understanding, using appropriate language and terminology</li> </ul>	<p><b>Dance style, Technique, Pattern, Rhythm, Variation, Unison, Canon, Action, Reaction</b></p>
Striking & fielding	<ul style="list-style-type: none"> <li>- To strike a bowled ball</li> <li>- To use a range of fielding skills, with growing control and consistency</li> <li>- To work collaboratively in pairs, group activities and small sided games</li> </ul>	<ul style="list-style-type: none"> <li>- To use and apply basic rules consistently and fairly</li> <li>- To understand and implement a range of tactics in games</li> </ul>	<ul style="list-style-type: none"> <li>- To recognise the activities and exercises that need including in a warm up</li> <li>- To identify personal strengths and suggest practices to aid improvement</li> </ul> <p><b>(OBJECTIVES SHARED WITH YEAR 5)</b></p>	<p><b>Keeping possession, Passing, Dribbling, Shooting, Support, Marking, Attackers/defenders, Marking, Team play, Batting, Fielding, Bowler, Defending, Hitting, Offside, Pitch, Forehand/backhand</b></p>
Net/Wall	<ul style="list-style-type: none"> <li>- To use forehand, backhand and overhead shots increasingly well in the games played</li> <li>- To volley well</li> <li>- To use the skills they prefer with competence and consistency</li> </ul>	<ul style="list-style-type: none"> <li>- To understand the need for tactics</li> <li>- To start to choose and use tactics effectively</li> <li>- To play co-operatively with a partner</li> <li>- To apply rules fairly and consistently</li> </ul>	<ul style="list-style-type: none"> <li>- To identify appropriate exercises and activities for warming up and how the games make the body work</li> <li>- To pick out good aspects of performance and suggest ideas for improvement</li> </ul> <p><b>(OBJECTIVES SHARED WITH YEAR 5)</b></p>	
Invasion	<ul style="list-style-type: none"> <li>- To use different techniques for passing, controlling, dribbling and shooting the ball in games</li> <li>- To apply basic principles of team play to keep possession of the ball</li> </ul>	<ul style="list-style-type: none"> <li>- To use marking, tackling and/or interception to improve defence</li> <li>- To play effectively as part of a team</li> <li>- To know what position to play in and how to contribute when attacking and defending</li> </ul>	<ul style="list-style-type: none"> <li>- To plan practices and warm ups</li> <li>- To recognise personal strengths and weaknesses and those in others</li> <li>- To suggest ideas that will improve performances</li> </ul>	
Gymnastics	<p><b>Pupils select and combine their skills, techniques and ideas and apply them accurately and appropriately, consistently showing precision, control and fluency.</b></p> <ul style="list-style-type: none"> <li>- When performing, they draw on what they know about strategy, tactics and composition.</li> </ul>	<ul style="list-style-type: none"> <li>- They analyse and comment on skills and techniques and how these are applied in their own and others' work.</li> <li>- They modify and refine skills and techniques to improve their performance.</li> </ul>	<ul style="list-style-type: none"> <li>- They explain how the body reacts during different types of exercise, and warm up and cool down in ways that suit the activity.</li> <li>- They explain why regular, safe exercise is good for their fitness and health.</li> </ul>	<p><b>Muscles, Joints, Symmetrical/asymmetrical, Rotation, Turn, Shape, Landing, Take-off, Flight, Performance/evaluation</b></p>



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## Year 6

Swimming	<ul style="list-style-type: none"> <li>- To swim between 5 and 100m and keep swimming for 45 – 90 seconds</li> <li>- To use three different strokes, swimming on both front and back</li> <li>- To control breathing</li> </ul>	<ul style="list-style-type: none"> <li>- To swim confidently and fluently on the surface and under water</li> <li>- To solve specific problems and challenges as part of a group</li> </ul>	<ul style="list-style-type: none"> <li>- To recognise how swimming affects the body and pace efforts to meet challenges</li> <li>- To suggest activities to improve personal performance</li> </ul>	
Athletic Activities	<ul style="list-style-type: none"> <li>- sustain their pace over longer distances, eg <i>sprint for ten seconds, run for 4 or 5 minutes</i></li> <li>- throw further with greater control, accuracy and efficiency</li> <li>- perform a range of jumps showing power, control and consistency at both take-off and landing with increasing distance</li> <li>- organise themselves in larger groups safely, and take turns and different roles</li> </ul>	<ul style="list-style-type: none"> <li>- to apply relay take-overs to competitive races</li> <li>- perform and instruct others in a range of warm-up activities</li> <li>- explain in detail how warming up can affect their performance</li> </ul>	<ul style="list-style-type: none"> <li>- say why some athletics activities can improve strength, power or stamina, and explain how these can help their performance in other types of activity using specific examples</li> <li>- watch a partner's athletic performance and identify the main strengths and weaknesses</li> <li>- identify parts of the performance that need to be practised and refined, suggest improvements and ensure that these are applied</li> </ul>	
Outdoor and adventurous activities	<ul style="list-style-type: none"> <li>- orientate themselves and move with increasing confidence and accuracy when following trails and simple orienteering courses</li> <li>- use skills with control in problem-solving activities</li> <li>- realise that activities need thinking through, and recognise that planning is useful</li> </ul>	<ul style="list-style-type: none"> <li>- meet the challenges effectively in teams</li> <li>- identify how their bodies work in the different challenges set</li> <li>- conserve their efforts and keep their concentration during tasks</li> <li>- prepare themselves effectively and follow safety procedures</li> </ul>	<ul style="list-style-type: none"> <li>- learn from watching others and use what they have seen to improve their own performance</li> <li>- use the repeated trials, courses and challenges to develop and change the approaches they use</li> <li>- choose sensible skills and approaches for the challenges set</li> </ul> <p><b>(OBJECTIVES SHARED WITH YEAR 5)</b></p>	