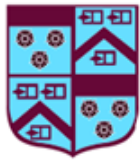


Athletics		YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6		
NC Statements		<ul style="list-style-type: none"> <li>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> </ul>		<ul style="list-style-type: none"> <li>Use running, jumping, throwing and catching in isolation and in combination</li> <li>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>					
Knowledge Progression		<ul style="list-style-type: none"> <li>Understand the techniques of how to walk and run.</li> <li>Understand the techniques of how to throw a ball.</li> <li>Understand that we can change the speed that our bodies move.</li> </ul>		<ul style="list-style-type: none"> <li>Understand how to transition between different techniques when running, jumping and catching.</li> </ul>		<ul style="list-style-type: none"> <li>Understand the different techniques needed to perform different skills.</li> </ul>			
Skill Progression	Running	<ul style="list-style-type: none"> <li>Travel with control using varying stride lengths</li> <li>Run with good posture and balance</li> <li>Start, stop and change pace with control</li> <li>Run and change direction, demonstrating speed and agility</li> <li>Co-operate and compete with a partner.</li> <li>Show awareness of space and the safety of others</li> <li>Accelerate quickly and run fast to retrieve an object</li> </ul>		<ul style="list-style-type: none"> <li>Demonstrate good running posture</li> <li>Adjust running pace smoothly</li> <li>Accelerate and decelerate rapidly</li> <li>Run fast over short distances, showing awareness of others</li> <li>Sprint rapidly over short distances, as an individual and as part of a team</li> <li>Change direction quickly</li> <li>Run over a longer distance, conserving energy in order to sustain performance.</li> </ul>		<ul style="list-style-type: none"> <li>Run with speed and agility</li> <li>Demonstrate quick reactions and rapid acceleration</li> <li>Accelerate from a variety of static positions</li> <li>Demonstrate the ability to change speed</li> <li>Sustain jogging and running at a consistent pace for a few minutes</li> <li>Accelerate to pass team members</li> </ul>			
	Jumping	<ul style="list-style-type: none"> <li>Demonstrate various jumps in response to instructions</li> <li>Jump for height with control and balance</li> <li>Take off from and land in different positions</li> <li>Demonstrate control in landing</li> <li>Link multiple step/jump combinations with balance and co-ordination</li> <li>Jump quickly from side to side showing co-ordination and balance</li> </ul>		<ul style="list-style-type: none"> <li>Demonstrate a variety of jumping styles</li> <li>Jump for distance from two feet to two feet</li> <li>Perform hop and jump combinations with balance and control</li> <li>Hop, step and jump in the correct sequence</li> <li>Hop, step and jump with speed and balance</li> <li>Use a short run to jump from one to two feet</li> </ul>		<ul style="list-style-type: none"> <li>Use jumping combinations to move around a space</li> <li>Perform dynamic combination jump sequences with control</li> <li>Perform triple jump combination sequences with balance and control</li> <li>Jump for distance from one foot to two feet</li> <li>Jump from side to side with balance, speed and rhythm</li> <li>Perform a scissor jump from a short run-up</li> </ul>			
	Throwing	<ul style="list-style-type: none"> <li>Demonstrate mobility and co-ordination</li> <li>Throw with speed and agility</li> <li>Apply appropriate effort in order to control an object's flight</li> <li>Throw accurately</li> <li>Use an underarm action to throw accurately at a target</li> <li>Use an underarm action to throw over increasingly longer distance</li> </ul>		<ul style="list-style-type: none"> <li>Throw &amp; retrieve implements safely</li> <li>Describe how the weight and shape of an object affects its flight path</li> <li>Describe the effect of throwing from sitting, kneeling or standing</li> <li>Demonstrate a two handed push throw</li> <li>Demonstrate a variety of throwing techniques</li> <li>Demonstrate the sling throw technique</li> <li>Demonstrate a forward and overhead heave throw</li> </ul>		<ul style="list-style-type: none"> <li>Demonstrate a dynamic two handed push throw</li> <li>Demonstrate a controlled pull throw action</li> <li>Perform push throws to reach a target on the ground</li> <li>Throw for accuracy</li> <li>Demonstrate a dynamic sling throw</li> <li>Demonstrate a dynamic heave throw</li> <li>Throw for distance</li> <li>Throw with accuracy and speed in a team activity</li> </ul>			
Language Progression		<b>Key Words:</b> agility speed stride distance	direction control balance travel	underarm coordination accurate push throw pull throw	<b>Key Words:</b> pace sprint accelerate decelerate	combination sequence technique triple jump	heave throw sling throw overhead retrieve	<b>Key Words:</b> static sustain rapid relay	dynamic scissor jump rhythm transition

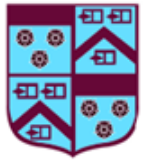


Dance	YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5		YEAR 6							
<b>NC Statements</b>	<ul style="list-style-type: none"> <li>perform dances using simple movement patterns.</li> </ul>				<ul style="list-style-type: none"> <li>perform dances using a range of movement patterns</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>													
<b>Knowledge Progression</b>	<ul style="list-style-type: none"> <li>Know how to link movements to music.</li> <li>Know how to change their bodies to respond to music i.e speed and direction.</li> </ul>				<ul style="list-style-type: none"> <li>Understand that a performance has a beginning, middle and end.</li> <li>Understand that we can use movements to represent an idea.</li> </ul>				<ul style="list-style-type: none"> <li>Understand the different elements that need to be incorporated to create a dance.</li> <li>Understand that you can incorporate different speeds and movements within a dance.</li> </ul>									
<b>Skill Progression</b>	<ul style="list-style-type: none"> <li>Copy and remember moves and positions.</li> <li>Move with careful control and co-ordination.</li> <li>Link two or more actions to perform a sequence.</li> <li>Choose movements to communicate a mood, feeling or idea.</li> <li>Create a short motif inspired by a stimulus.</li> <li>Watch and describe performances accurately.</li> <li>With support recognise what is successful and what can be done to improve.</li> <li>Copy actions and ideas, and use the information they collect to improve their skills.</li> </ul>				<ul style="list-style-type: none"> <li>Plan, perform and repeat sequences (refining my movements).</li> <li>Move in a clear, fluent and expressive manner.</li> <li>Perform with some awareness of rhythm and expression.</li> <li>Create dances and movements that convey a definite idea.</li> <li>Change speed and levels within a performance.</li> <li>Use simple choreographic devices such as unison, canon and mirroring.</li> <li>Develop physical strength and suppleness by practising moves and stretching.</li> <li>Identify what they do best and what they find most difficult</li> <li>Recognise performers who perform well and give some reasons why</li> <li>Know and explain the skills that they are confident in.</li> <li>Choose different ways of practising these skills.</li> <li>Describe the help they need to improve.</li> </ul>				<ul style="list-style-type: none"> <li>Compose creative and imaginative dance sequences, expressing an idea in original and imaginative ways.</li> <li>Perform expressively, and hold a precise and strong body posture.</li> <li>Plan to perform with high energy, slow grace (or other themes), and maintain this throughout a piece.</li> <li>Create and perform complex moves and sequences that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands).</li> <li>Use transitions to link motifs smoothly together.</li> <li>Improvise with confidence, still demonstrating fluency across the sequence.</li> <li>Demonstrate consistent precision when performing dance sequences</li> <li>Recognise and describe the best points in an individual's and a team's performance.</li> <li>Identify aspects of their own and others' performances that need improvement and suggest how to improve them.</li> </ul>									
<b>Language Progression</b>	<b>Key Words:</b> sequence repeat perform patterns		action control coordination position		mood feeling idea describe		<b>Key Words:</b> speed level fluent		motif suppleness rhythm choreography		unison canon mirroring expressive		<b>Key Words:</b> pace timing interpretation		reaction posture stamina strength		transition precision imaginative improvisation	



Games		YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
NC Statements		<ul style="list-style-type: none"> <li>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</li> <li>Participate in team games, developing simple tactics for attacking and defending</li> </ul>		<ul style="list-style-type: none"> <li>Use running, jumping, throwing and catching in isolation and in combination</li> <li>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</li> </ul>			
Knowledge Progression		<ul style="list-style-type: none"> <li>Understand the techniques of how to catch a ball.</li> <li>Understand the techniques of how to throw a ball.</li> <li>Understand that we can change the speed that our bodies move.</li> <li>Understand why we have rules during games.</li> </ul>		<ul style="list-style-type: none"> <li>Develop their understanding of rules to defend effectively in a game.</li> <li>Know how to use space in games</li> </ul>			
Skill Progression	Invasion	<ul style="list-style-type: none"> <li>Use rolling, hitting, running, jumping, catching and kicking skills in combination.</li> <li>Roll a ball accurately.</li> <li>Throw and catch a variety of different sized balls with increased control and coordination.</li> <li>Develop different passing and sending techniques.</li> <li>Dribble the ball along the ground and around objects.</li> </ul>		<ul style="list-style-type: none"> <li>Throw and catch with control and accuracy.</li> <li>Pass, receive and dribble the ball, keeping control and possession consistently.</li> <li>Make progress towards a goal, on their own and with others.</li> <li>Use a range of techniques when passing, e.g. high, low, bounced, fast, slow.</li> <li>Change direction and speed when dribbling the ball.</li> <li>Show growing consistency, speed and control in games.</li> </ul>		<ul style="list-style-type: none"> <li>Demonstrate speed and co-ordination when passing and receiving a ball.</li> <li>Combine and perform skills with control, adapting them to meet the needs of the situation.</li> <li>Perform skills with greater speed.</li> </ul>	
	Striking & Fielding			<ul style="list-style-type: none"> <li>Use a range of skills with increasing control.</li> <li>Strike a ball with intent and throw it with increasing accuracy when bowling and/or fielding.</li> <li>Intercept and stop the ball with consistency, and sometimes catch the ball.</li> <li>Return the ball quickly and accurately</li> <li>Choose and use batting or throwing skills to make the game hard for their opponents.</li> <li>Judge how far they can run to score points</li> <li>Choose where to stand as a fielder to make it harder for the batter.</li> <li>Work well as a team to make it harder for the batter.</li> </ul>		<ul style="list-style-type: none"> <li>Strike a bowled or volleyed ball with accuracy.</li> <li>Use different ways of bowling.</li> <li>Bowl underarm accurately.</li> <li>Bat effectively, using different types of shot.</li> <li>Field with increased accuracy.</li> <li>Throw overarm with accuracy and for a good distance.</li> <li>Hit the ball from both sides of the body.</li> <li>Direct the ball away from fielders, using different angles and speeds.</li> <li>Plan to outwit the opposition individually, as a pair or as a team, when they are batting, bowling and fielding.</li> <li>Gauge when to run after hitting the ball.</li> <li>Use tactics which involve bowlers and fielders working together.</li> </ul>	
	Net & Wall			<ul style="list-style-type: none"> <li>Perform the basic skills needed for the games with control and consistency.</li> <li>Keep a game going using a range of different ways of throwing.</li> <li>Vary the speed and direction of the ball.</li> <li>Play games using a racket, getting their body into good positions, hitting a ball fed to them accurately, and increasingly keeping a rally going using a small range of shots.</li> <li>Choose good places to stand when receiving and give reasons for their choice.</li> <li>Try to make things difficult for their opponent by directing the ball to space, at different speeds and heights.</li> </ul>		<ul style="list-style-type: none"> <li>Use forehand and backhand when playing racket games.</li> <li>Play shots on both sides of the body and above their heads in practices and when the opportunities arise in a game.</li> <li>Direct the ball reasonably well towards their opponent's court or target area.</li> <li>Show good backswing, follow through and feet positioning.</li> <li>Hit the ball with purpose, varying the speed, height and direction.</li> <li>Explain what they are trying to do and why it is a good idea.</li> <li>Spot the spaces in their opponent's court and try to hit the ball towards them.</li> <li>Position themselves well on court.</li> </ul>	

	Strategy	<ul style="list-style-type: none"> <li>• Use the terms 'opponent' and 'team-mate'.</li> <li>• Develop tactics.</li> <li>• Lead others when appropriate.</li> <li>• Co-operate with others in a team.</li> <li>• Begin to use the terms attacking and defending.</li> <li>• Use simple defensive skills such as marking a player or defending a space.</li> <li>• Use simple attacking skills such as dodging to get past a defender.</li> <li>• Follow simple rules to play games, including team games.</li> </ul>	<ul style="list-style-type: none"> <li>• Choose appropriate tactics to cause problems for the opposition.</li> <li>• Follow the rules of the game and play fairly.</li> <li>• Suggest how rules could be changed to improve the game.</li> <li>• Adapt rules in agreement with others and, later, make rules for their own games, which they explain and teach to others.</li> <li>• Work effectively, as part of a team.</li> <li>• Lead others and act as a respectful team member.</li> </ul>	<ul style="list-style-type: none"> <li>• Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.).</li> <li>• Work alone, or with team mates in order to gain points or possession.</li> <li>• Field, defend and attack tactically by anticipating the direction of play.</li> <li>• Respond consistently in the games they play, choosing and using skills which meet the needs of the situation.</li> <li>• Choose positions in their teams and know how to help when attacking.</li> <li>• Find and use space to help their team.</li> <li>• Mark an opponent, player or players, preventing them from gaining possession.</li> <li>• Apply tactical knowledge effectively in attacking and defending situations.</li> <li>• Choose the most appropriate tactics for a game.</li> <li>• Uphold the spirit of fair play and respect in all competitive situations, leading others and acting as a good role model.</li> </ul>					
	Evaluate	<ul style="list-style-type: none"> <li>• Watch and describe performances accurately.</li> <li>• With support recognise what is successful and what can be done to improve.</li> <li>• Copy actions and ideas, and use the information they collect to improve their skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Compete with others, and aim to improve my personal best performances.</li> <li>• Identify what they do best and what they find most difficult</li> <li>• Recognise players who play well in games/performers who perform well and give some reasons why</li> <li>• Know and explain the tactics and skills that they are confident in.</li> <li>• Choose different ways of practising these tactics and skills.</li> <li>• Describe the help they need to improve.</li> </ul>	<ul style="list-style-type: none"> <li>• Look for specific things in a game/sequence and explain how well they are being done.</li> <li>• Recognise parts of a performance that could be improved and identify practices that will help.</li> <li>• Recognise and describe the best points in an individual's and a team's performance.</li> <li>• Identify aspects of their own and others' performances that need improvement and suggest how to improve them.</li> </ul>					
Language Progression	<b>Key Words:</b> roll hit run jump kick	speed direction opponent team-mate underarm overarm	defence tactics attack co-ordination agility	<b>Key Words:</b> control accurate team work pace strike	shoot pass defending possession fair-play field	attacking dribble release compete improve bowl	<b>Key Words:</b> forehand backhand bowled volley	accuracy combination technique competitive position	opposition possession communication direction



Gym	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6			
NC Statements	<ul style="list-style-type: none"> <li>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</li> </ul>		<ul style="list-style-type: none"> <li>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>						
Knowledge Progression	<ul style="list-style-type: none"> <li>Understand that we need to use our core strength to balance effectively.</li> <li>Understand that we can link different movements together to create a sequence.</li> <li>Understand how to lift, carry &amp; set out small &amp; large gymnastic apparatus safely &amp; quietly.</li> </ul>		<ul style="list-style-type: none"> <li>Understand how to safely use apparatus.</li> <li>Be able to comment on skills and techniques applied in his/her own and others' work and use this understanding to improve performance.</li> </ul>		<ul style="list-style-type: none"> <li>Understand how to transition between different movements.</li> </ul>				
Skill Progression	<ul style="list-style-type: none"> <li>Copy and remember actions.</li> <li>Move with some control and awareness of space.</li> <li>Link two or more actions to make a sequence.</li> <li>Show contrasts (such as small/tall, straight/curved and wide/narrow).</li> <li>Perform different actions of travel</li> <li>Travel by rolling forwards, backwards and sideways.</li> <li>Perform actions of balance such as weight on hands.</li> <li>Hold a position whilst balancing on different points of the body.</li> <li>Watch and describe performances accurately.</li> <li>With support recognise what is successful and what can be done to improve.</li> <li>Copy actions and ideas, and use the information they collect to improve their skills.</li> </ul>		<ul style="list-style-type: none"> <li>Swing and hang from equipment safely (using hands).</li> <li>Move in a clear, fluent and expressive manner.</li> <li>Perform and repeat sequences (refining my movements).</li> <li>Show changes of direction, speed and level during a performance.</li> <li>Travel in a variety of ways (including flight) by transferring weight to generate power in my movements.</li> <li>Show kinaesthetic sense when placing and aligning their body (e.g. in balances, I experiment to find the centre of gravity).</li> <li>Develop ways to mount and dismount apparatus.</li> <li>Identify what they do best and what they find most difficult</li> <li>Recognise performers who perform well and give some reasons why</li> <li>Know and explain the skills that they are confident in.</li> <li>Choose different ways of practising these skills.</li> <li>Describe the help they need to improve.</li> </ul>		<ul style="list-style-type: none"> <li>Create, practise and refine complex and well-executed sequences that include a full range of linked movements, including: travelling, balances, swinging, springing, flight, vaults, inversions, rotations, bending, stretching, twisting, gestures.</li> <li>Hold shapes that are strong, fluent and expressive.</li> <li>Include set pieces in a sequence, choosing the most appropriate linking elements.</li> <li>Vary speed, direction, level and body rotation during floor performances.</li> <li>Demonstrate good kinaesthetic awareness (placement and alignment of my body is usually good in well-rehearsed actions).</li> <li>Use equipment to vault and to swing (remaining upright).</li> <li>Develop the skills to cooperate effectively in a team by listening and sharing different ideas.</li> <li>Recognise parts of a performance that could be improved and identify practices that will help.</li> <li>Recognise and describe the best points in an individual's and a team's performance.</li> <li>Identify aspects of their own and others' performances that need improvement and suggest how to improve them.</li> </ul>				
Language Progression	<b>Key Words:</b> travel sequence action control space roll contrast	forwards backwards sideways position balance perform entry exit	points straight shape tuck straddle dish arch pike curved	<b>Key Words:</b> fluency expressive flight hang lever	refine direction speed level stillness tension	mount dismount swing transfer extension	<b>Key Words:</b> refine spring rotation inversion opposition	symmetry asymmetry gesture vault cooperate kinaesthetic	placement alignment twist unison mirroring canon



OAA	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6		
NC Statements			<ul style="list-style-type: none"> <li>Take part in outdoor and adventurous activity challenges both individually and within a team</li> </ul>					
Knowledge Progression			<ul style="list-style-type: none"> <li>Understand how to stay safe when moving around outside.</li> </ul>		<ul style="list-style-type: none"> <li>Understand the need to manage risks.</li> </ul>			
Skill Progression			<ul style="list-style-type: none"> <li>Show an ability to both lead and form part of a team.</li> <li>Trust and communicate with each other through simple teamwork activities.</li> <li>Support others and seek support if required when the situation dictates.</li> <li>Show resilience when plans do not work, and initiative to try new ways of working.</li> <li>Show awareness of moving safely from one space to another.</li> <li>Use maps, compasses and digital devices to orientate myself.</li> <li>Remain aware of changing conditions, and change my plans if necessary.</li> </ul>		<ul style="list-style-type: none"> <li>Select appropriate equipment for outdoor and adventurous activity.</li> <li>Identify possible risks and ways to manage them, asking for and listening carefully to expert advice.</li> <li>Be able to problem-solve, adapting and refining my approach to enable me to complete the task.</li> <li>Embrace both leadership and team roles, and gain the commitment and respect of a team.</li> <li>Empathise with others, offer support without being asked, and seek support from my team or experts if I am in doubt.</li> <li>Remain positive, even in the most challenging circumstances, rallying others if need be.</li> <li>Use a range of devices in order to orientate myself.</li> </ul>			
Language Progression			<b>Key Words:</b> awareness trust co-operate communicate team work	help listen suggest consider lead direction	agree disagree resilience safely compass decide	<b>Key Words:</b> empathise risk advise orientation collaborate	respect challenge refine adapt innovation	review responsibility observe delegate initiative





Swimming	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
NC Statements			<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 [for example, front crawl, backstroke and breaststroke]</li> <li>Perform safe self-rescue in different water-based situations.</li> </ul>			
Knowledge Progression			<ul style="list-style-type: none"> <li>Understand how to perform safe self-rescue</li> </ul>			
Skill Progression			<ul style="list-style-type: none"> <li>Swim unaided up to 25 metres.</li> <li>Use one basic stroke, breathing correctly.</li> <li>Control leg movements.</li> </ul>	<ul style="list-style-type: none"> <li>Swim between 25 and 50 metres unaided.</li> <li>Use more than one stroke and coordinate breathing as appropriate for the stroke being used.</li> <li>Coordinate leg and arm movements.</li> <li>Swim at the surface and below the water.</li> </ul>		
Language Progression			<b>Key Words:</b> swim safety stroke control	front crawl breaststroke backstroke breathing coordination	rescue tread water	

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Health &amp; Fitness</b>	<ul style="list-style-type: none"> <li>Recognise how the body feels before, during and after exercise.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and describe how the body feels during and after different physical activities.</li> <li>Explain what they need to stay healthy.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and describe the effects of exercise on the body. Know the importance of strength and flexibility for physical activity.</li> </ul>	<ul style="list-style-type: none"> <li>Describe how the body reacts at different times and how this affects performance.</li> <li>Explain why exercise is good for your health. Know some reasons for warming up and cooling down.</li> </ul>	<ul style="list-style-type: none"> <li>Know, understand and explain the reasons for warming up and cooling down.</li> <li>Understand why exercise is good for health, fitness and wellbeing.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the importance of warming up and cooling down.</li> <li>Carry out warm-ups and cool-downs safely and effectively and with increasing independence.</li> <li>Know ways they can become healthier</li> </ul>
<b>Safety</b>	<ul style="list-style-type: none"> <li>Manage the space safely, showing good awareness of each other and apparatus.</li> <li>Carry and place equipment safely with guidance.</li> <li>With support, ensure they are dressed appropriately for the task e.g. hair tied up, jewellery removed, kit etc.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and avoid risks when handling and placing apparatus.</li> <li>Begin to recognise when they are dressed appropriately for the task and make any necessary adjustments independently.</li> </ul>	<ul style="list-style-type: none"> <li>Identify when their body is warm and stretched ready for physical activity.</li> <li>Identify risks within the area, with support from an adult.</li> <li>Independently ensure they are dressed appropriately for the task.</li> </ul>	<ul style="list-style-type: none"> <li>Devise routines of stretching exercises that prepare them for physical activity.</li> <li>Identify risks within the area at the start of each lesson.</li> <li>Begin to recognise that different tasks require different safety precautions e.g. shin pads, gum shields.</li> </ul>	<ul style="list-style-type: none"> <li>Take responsibility for their own warm up.</li> <li>Take responsibility for their own safety throughout the lesson, with support from an adult.</li> <li>Understand the need for different safety precautions for sports e.g. gum shields, shin pads.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise that a cool down is important.</li> <li>Take responsibility for their own safety throughout the lesson.</li> </ul>