

P.E Curriculum Map 2025 - 26

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<u>Introduction to P.E: Unit 1</u> <ul style="list-style-type: none"> Theme: witches and wizards To move safely and sensibly in a space with consideration of others. Theme: pirates To develop moving safely and stopping with control. Theme: mythical creatures To use equipment safely and responsibly. Theme: to the castle To use different travelling actions whilst following a path. Theme: superheroes To work with others co-operatively and play as a group. Theme: monsters To follow, copy and lead a partner. 	<u>Fundamentals: Unit 1</u> <ul style="list-style-type: none"> Theme: body parts To develop balancing whilst stationary and on the move. Theme: feelings To develop running and stopping. Theme: our senses To develop changing direction. Theme: ways we look after ourselves To develop jumping and landing. Theme: my favourite things To develop hopping and landing with control. Theme: it's good to be me To explore different ways to travel. 	<u>Dance: Unit 1</u> <ul style="list-style-type: none"> Theme: head, shoulders, knees and toes To explore different body parts and how they move. Theme: head, shoulders, knees and toes To explore different body parts and how they move and remember and repeat actions. Theme: transport To express and communicate ideas through movement exploring directions and levels. Theme: transport To create movements and adapt and perform simple dance patterns. Theme: morning routine To copy and repeat actions showing confidence and imagination. Theme: my journey to school To move with control and co-ordination, linking, copying and repeating actions. 	<u>Gymnastics: Unit 1</u> <ul style="list-style-type: none"> Theme: rainforest animals To copy and create shapes with your body. Theme: woodland animals To be able to create shapes whilst on apparatus. Theme: Lakeland animals To develop balancing and taking weight on different body parts. Theme: desert animals To develop jumping and landing safely. Theme: sea animals To develop rocking and rolling. Theme: pet animals To copy and create short sequences by linking actions together. 	<u>Ball Skills: Unit 1</u> <ul style="list-style-type: none"> Theme: beetles To develop rolling a ball to a target. Theme: busy bees To develop stopping a rolling ball. Theme: ladybirds and butterflies To develop accuracy when throwing to a target. Theme: grasshoppers To develop bouncing and catching a ball. Theme: caterpillars To develop dribbling a ball with your feet. Theme: spiders To develop kicking a ball. 	<u>Games: Unit 1</u> <ul style="list-style-type: none"> Theme: cars To work safely and develop running and stopping. Theme: aeroplanes To develop throwing and learn how to keep score. Theme: cyclists To be able to play games showing an understanding of the different roles within it. Theme: buses To follow instructions and move safely when playing tagging games. Theme: boats To work co-operatively and learn to take turns. Theme: trains To work with others to play team games.
Vocabulary	Run, space, throw, skip, path, copy, tag, partner, roll, catch, bounce, push, gallop, rule, jump, lead, follow, forwards, sideways, travel, direction, stop, listen, go, safe, backwards, balance, freeze, shape, hop	Run, safely, space, jump, hop, direction, stop, listen	move, space, safely, shape, copy, around, sideways, forwards, backwards	Copy, travel, space, shape, rock, over, backwards, sideways, forwards	roll, team, space, kick, bounce, throw, safely, stop, listen	Run, safely, space, catch, throw, team, stop, tag, score
Assessment	I am beginning to demonstrate balance. I am beginning to negotiate space safely. I am beginning to take turns with others. I can explore movement skills. I can make guided choices. I follow instructions with support.	I am beginning to negotiate space safely. I play games honestly guided by rules with support. I am building my confidence to try new challenges. I follow instructions with support. I can explore movement skills, beginning to demonstrate balance and co-ordination when playing games. I am beginning to take turns with others.	I am beginning to negotiate space safely. I am building my confidence to try new challenges and perform in front of others. I can explore movement skills. I follow instructions with support. I am beginning to use and remember sequences and patterns of movements which are related to music and rhythm. I show respect towards others.	I am beginning to negotiate space safely. I can use a range of large and small apparatus with an awareness of safety. I can match skills to tasks and apparatus. I can explore movement skills. I follow instructions with support. I am beginning to take turns. I am building my confidence to try new challenges.	I am beginning to negotiate space safely. I am beginning to explore a range of ball skills. I am beginning to take turns with others. I can make guided choices. I persevere with support when trying new challenges. I play ball games guided by the rules with support.	I am beginning to negotiate space safely. I follow instructions with support. I am beginning to take turns with others. I am beginning to explore a range of ball skills. I can explore movement skills. I play games honestly guided by the rules with support. I am beginning to understand how I feel in different situations.
Reception	<u>Introduction to P.E: Unit 2</u> <ul style="list-style-type: none"> Theme: people who help us To move around safely in space. Theme: friends and family To follow instructions and stop safely. Theme: houses and homes To stop safely and develop control when using equipment. Theme: morning time To follow instructions and play safely as a group. Theme: at the shops To follow a path and take turns. Theme: dinner time To work co-operatively with a partner. 	<u>Fundamentals: Unit 2</u> <ul style="list-style-type: none"> Theme: at the circus To develop balancing Theme: on safari To develop running and stopping. Theme: under the sea To develop changing direction. Theme: Space explorers To develop jumping. Theme: at the farm To develop hopping. <p>Theme: into the woods To explore different ways to travel using equipment.</p>	<u>Dance: Unit 2</u> <ul style="list-style-type: none"> Theme: at the seaside To copy, repeat and explore actions in response to a theme. Theme: under the sea To explore and remember actions considering level, shape and direction. Theme: at the fireworks display To explore movement using a prop with control and co-ordination. Theme: at the fireworks display To move with control and co-ordination, expressing ideas through movement. Theme: at the farm To remember and repeat actions moving in time with the music. 	<u>Gymnastics: Unit 2</u> <ul style="list-style-type: none"> Theme: Jack and the Beanstalk To create short sequences using shapes, balances and travelling actions. Theme: Jack and the Beanstalk To develop balancing and safely using apparatus. Theme: Jack and the Beanstalk To develop jumping and landing safely from a height. Theme: Goldilocks and the Three Bears To develop rocking and rolling. Theme: Goldilocks and the Three Bears To explore travelling around, over and through apparatus. 	<u>Ball Skills: Unit 2</u> <ul style="list-style-type: none"> Theme: windy weather To develop rolling and tracking a ball. Theme: snow is falling To develop accuracy when throwing to a target. Theme: there's a storm coming To develop dribbling with hands. Theme: rainy days To develop throwing and catching with a partner. Theme: Sunshine and rainbows To develop dribbling a ball with your feet. Theme: foggy days To develop kicking a ball to a target. 	<u>Games: Unit 2</u> <ul style="list-style-type: none"> Theme: polar regions To aim when throwing and practise keeping score. Theme: the rainforest To follow instructions and move safely when play tagging games. Theme: Australia To learn to play against a partner. Theme: wild west To develop co-ordination and play by the rules. Theme: India To explore striking a ball and keeping score. Theme: far east To work co-operatively as a team.

			<ul style="list-style-type: none"> Theme: at the farm To explore actions in response to a theme and begin to use counts. 	<ul style="list-style-type: none"> Theme: Goldilocks and the Three Bears To create sequences using apparatus. 		
Vocabulary	run space, throw, skip, path, copy, tag, partner, roll, catch, bounce, push, gallop, rule, jump, lead, follow, forwards, sideways, travel, direction, stop, listen, go, safe, backwards, balance, freeze, shape, hop	Run, safely, space, jump, hop, direction, stop, listen	move, space, safely, shape, copy, around, sideways, forwards, backwards	Copy, travel, space, shape, rock, over, backwards, sideways, forwards	roll, team, space, kick, bounce, throw, safely, stop, listen	Run, safely, space, catch, throw, team, stop, tag, score
Assessment	<p>I use movement skills with developing balance and co-ordination.</p> <p>I can make independent choices.</p> <p>I follow instructions involving several ideas or actions.</p> <p>I can negotiate space safely with consideration for myself and others.</p> <p>I play co-operatively and take turns with others.</p> <p>I understand the rules and can explain why it is important to follow them.</p>	<p>I am beginning to negotiate space safely.</p> <p>I am building my confidence to try new challenges.</p> <p>I can explore movement skills.</p> <p>I follow instructions with support.</p> <p>I am beginning to take turns and congratulate others.</p> <p>I play games honestly guided by the rules with support.</p> <p>I am beginning to understand how I feel in different situations.</p> <p>I can negotiate space safely with consideration for myself and others.</p> <p>I am confident to try new challenges, deciding on the skills I use to complete the task.</p> <p>I use movement skills with developing balance and co-ordination.</p> <p>I follow instructions involving several ideas or actions.</p> <p>I play co-operatively, take turns and congratulate others.</p> <p>I play games honestly with consideration of the rules.</p> <p>I show an understanding of my feelings and can regulate my behaviour.</p>	<p>I am beginning to negotiate space safely.</p> <p>I am building my confidence to try new challenges and perform in front of others.</p> <p>I can explore movement skills.</p> <p>I follow instructions with support.</p> <p>I am beginning to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>I show respect towards others.</p> <p>I can negotiate space safely with consideration for myself and others.</p> <p>I am confident to try new challenges and perform in front of others.</p> <p>I use movement skills with developing strength, balance and co-ordination showing increasing control and grace.</p> <p>I follow instructions involving several ideas or actions.</p> <p>I can combine movements, selecting actions in response to the task.</p> <p>I show respect towards others when providing feedback.</p>	<p>I am beginning to negotiate space safely.</p> <p>I can use a range of large and small apparatus with an awareness of safety.</p> <p>I can match skills to tasks and apparatus.</p> <p>I can explore movement skills.</p> <p>I follow instructions with support.</p> <p>I am beginning to take turns.</p> <p>I am building my confidence to try new challenges.</p> <p>I can negotiate space safely with consideration for myself and others.</p> <p>I can confidently and safely use a range of large and small apparatus.</p> <p>I can combine movements, selecting actions in response to the task and apparatus.</p> <p>I use movement skills with developing strength, balance and co-ordination showing increasing control and grace.</p> <p>I follow instructions involving several ideas or actions.</p> <p>I work co-operatively with others and take turns.</p> <p>I am confident to try new challenges.</p>	<p>I am beginning to take turns with others.</p> <p>I am beginning to explore a range of ball skills.</p> <p>I persevere with support when trying new challenges.</p> <p>I follow instructions with support.</p> <p>I am beginning to negotiate space safely.</p> <p>I play ball games guided by the rules with support.</p> <p>I play co-operatively and take turns with others.</p> <p>I use ball skills with developing competence and accuracy.</p> <p>I persevere when trying new challenges.</p> <p>I follow instructions involving several ideas or actions.</p> <p>I can negotiate space safely with consideration for myself and others.</p> <p>I play ball games with consideration of the rules.</p>	<p>I can explore movement skills.</p> <p>I am beginning to explore a range of ball skills.</p> <p>I am beginning to negotiate space safely.</p> <p>I am beginning to take turns with others.</p> <p>I follow instructions with support.</p> <p>I play games honestly guided by the rules with support.</p> <p>I am beginning to understand how I feel in different situations.</p> <p>I use movement skills with developing balance and co-ordination.</p> <p>I use ball skills with developing competence and accuracy.</p> <p>I can negotiate space safely with consideration for myself and others.</p> <p>I play co-operatively, take turns and encourage others.</p> <p>I follow instructions involving several ideas or actions.</p> <p>I play games honestly with consideration of the rules.</p> <p>I show an understanding of my feelings and can regulate my behaviour.</p>
Year 1	<p>Fundamentals</p> <ul style="list-style-type: none"> To explore balance, stability and landing safely. To explore how the body moves differently when running at different speeds. To explore changing direction and dodging. To explore jumping, hopping and skipping actions. To explore co-ordination and combination jumps. To explore combination jumping and skipping in an individual rope. <p>Team Building</p> <ul style="list-style-type: none"> To co-operate and communicate with a partner to solve challenges. To explore and develop teamwork skills. To develop communication skills. To use communication skills to lead a partner. To plan with a partner and small group to solve problems. To communicate with a group to solve challenges. 	<p>Dance</p> <ul style="list-style-type: none"> THEME: Weather To use counts of 8 to move in time and make my dance look interesting. THEME: Weather To explore pathways in my dance. THEME: Weather To create my own dance using, actions, pathways and counts. THEME: Pirates To explore speeds and actions in our pirate inspired dance. THEME: Pirates To copy, remember and repeat actions that represent the theme. THEME: Pirates To copy, repeat, create and perform actions that represent the theme. <p>Ball Skills</p> <ul style="list-style-type: none"> To develop control and co-ordination when dribbling a ball with your hands. 	<p>Yoga</p> <ul style="list-style-type: none"> To explore yoga and mindfulness. To be able to copy and remember poses. To develop flexibility when holding poses. To develop balance whilst holding poses. To create yoga poses using a hoop. To create a yoga flow with a partner. <p>Target Games</p> <ul style="list-style-type: none"> To develop underarm throwing towards a target. To develop throwing for accuracy. To develop underarm and overarm throwing for accuracy. To develop throwing for accuracy and distance using underarm and overarm. To select the correct technique for the situation. To develop throwing for accuracy and distance. 	<p>Fitness</p> <ul style="list-style-type: none"> To develop knowledge of how exercise can make you feel. To develop knowledge about how exercise can make you strong and healthy. To develop knowledge about how exercise relates to breathing. To develop my understanding of how exercise helps my brain. To develop my understanding of how exercise helps my muscles. To begin to understand the importance of daily exercise. <p>Sending and Receiving</p> <ul style="list-style-type: none"> To develop rolling and throwing a ball towards a target. To develop receiving a rolling ball and tracking skills. To be able to send and receive a ball with your feet. 	<p>Net & Wall</p> <ul style="list-style-type: none"> To defend space, using the ready position. To play against an opponent and keep the score. To explore hitting with a racket. To develop racket and ball skills. To develop sending a ball using a racket. To develop hitting over a net. <p>Gymnastics</p> <ul style="list-style-type: none"> To explore travelling movements. To develop quality when performing and linking shapes. To develop stability and control when performing balances. To develop technique and control when performing shape jumps. 	<p>Athletics</p> <ul style="list-style-type: none"> To move at different speeds over varying distances. To develop balance. To develop agility and co-ordination. To explore hopping, jumping and leaping for distance. To develop throwing for distance. To develop throwing for accuracy. <p>Invasion</p> <ul style="list-style-type: none"> To understand the role of defenders and attackers. To recognise who to pass to and why. To move towards goal with the ball. To support a teammate when playing in attack. To move into space showing an awareness of defenders. To stay with a player when defending.

		<ul style="list-style-type: none"> To explore accuracy when rolling a ball. To explore throwing with accuracy towards a target. To explore catching with two hands. To explore control and co-ordination when dribbling a ball with your feet. To explore tracking a ball that is coming towards me. 		<ul style="list-style-type: none"> To develop throwing and catching skills over a short distance. To develop throwing and catching over a longer distance. To apply sending and receiving skills to small games. 	<ul style="list-style-type: none"> To develop technique in the barrel, straight and forward roll. To link gymnastic actions to create a sequence. 	
Vocabulary	<p><u>Fundamentals</u> Fast, hop, slow, direction, land, safely</p> <p><u>Teamwork</u> Lead, co-operate, teamwork, solve, instructions</p>	<p><u>Dance</u> Counts, pose, level, slow, fast, balance</p> <p><u>Ball Skills</u> Far, aim, safely, direction, balance, send</p>	<p><u>Yoga</u> Feel, breath, copy, listen, slowly</p> <p><u>Target Games</u> Points, throw, far, distance, score, partner</p>	<p><u>Fitness</u> Exercise, heart, lungs, mood, body</p> <p><u>Sending and Receiving</u> Space, track, collect, accuracy, target, roll, release</p>	<p><u>Net & Wall</u> Ready position, partner, net, underarm, score, points</p> <p><u>Gymnastics</u> Action, jump, roll, level, direction, speed, point, balance</p>	<p><u>Athletics</u> Far, hop, aim, fast, slow, bend, improve, direction, travel</p> <p><u>Invasion</u> Defender, points, dribbling, attacker, score, partner</p>
Assessment	<p><u>Fundamentals</u> I can change direction when moving at speed. I can recognise changes in my body when I do exercise. I can run at different speeds. I can select my own actions in response to a task. I can show hopping and jumping movements. I can work co-operatively with others to complete tasks. I show balance and co-ordination when static and moving at a slow speed.</p> <p><u>Team Building</u> I can communicate simple instructions. I can follow instructions. I can follow path and lead others. I can listen to others' ideas. I can suggest ideas to solve tasks. I can work with a partner and a small group. I understand the rules of the game.</p>	<p><u>Dance</u> I am beginning to use counts. I can copy, remember and repeat actions. I can move confidently and safely. I can use different parts of the body in isolation and together. I can work with others to share ideas and select actions. I choose appropriate movements for different dance ideas. I say what I liked about someone else's performance. I show some sense of dynamic and expressive qualities in my dance.</p> <p><u>Ball Skills</u> I am beginning to catch with two hands. I am beginning to dribble a ball with my hands and feet. I am beginning to understand simple tactics. I can roll and throw with some accuracy towards a target. I can say when someone was successful. I can track a ball that is coming towards me. I can work co-operatively with a partner.</p>	<p><u>Yoga</u> I can recognise how yoga makes me both feel physically and mentally. I can remember and repeat actions, linking poses together. I can say what I liked about someone else's flow. I can show an awareness of space when travelling. I can work with others to create poses.</p> <p><u>Target Games</u> I can recognise changes in my body when I do exercise. I can use an overarm throw aiming towards a target. I can roll a ball towards a target. I can use an underarm throw aiming towards a target. I can work co-operatively with a partner. I understand what good technique looks like.</p>	<p><u>Fitness</u> I can recognise changes in my body when I do exercise. I can share my ideas with other people in the class. I can talk about what exercise does to my body. I recognise how exercise makes me feel. I try my best in the challenges I am set. I understand why it is important to warm up.</p> <p><u>Sending and Receiving</u> I am beginning to send and receive a ball with my feet. I can catch a ball with some success. I can recognise changes in my body when I do exercise. I can roll a ball towards a target. I can throw a ball to a partner. I can track a ball that is coming towards me. I can work co-operatively with a partner.</p>	<p><u>Net & Wall</u> I can hit a ball using a racket. I can throw a ball to land over the net and into the court area. I can track balls and other equipment sent to me. I can use a ready position to move to the ball. I know how to score points. I recognise changes in my body when I do exercise. I show honesty and fair play when playing against an opponent.</p> <p><u>Gymnastics</u> I am confident to perform in front of others. I can link simple actions together to create a sequence. I can make my body tense, relaxed, stretched and curled. I can recognise changes in my body when I do exercise. I can remember and repeat actions and shapes. I can say what I liked about someone else's performance. I can use apparatus safely and wait for my turn.</p>	<p><u>Athletics</u> I am able to throw towards a target. I am beginning to show balance and co-ordination when changing direction. I am developing overarm throwing. I can recognise changes in my body when I do exercise. I can run at different speeds. I can work with others and make safe choices. I try my best. I understand the difference between a jump, a leap and a hop and can choose which allows me to jump the furthest.</p> <p><u>Invasion</u> I am beginning to dribble a ball with my hands and feet. I can change direction to move away from a defender. I can recognise space when playing games. I can send and receive a ball with hands and feet. I can use simple rules to play fairly. I move to stay with another player when defending. I recognise changes in my body when I do exercise. I understand when I am a defender and when I am an attacker.</p>
Year 2	<p><u>Fundamentals</u></p> <ul style="list-style-type: none"> To explore balance, stability and landing safely. To explore how the body moves differently when running at different speeds. To explore changing direction and dodging. 	<p><u>Target Games</u></p> <ul style="list-style-type: none"> To consider how much power to apply when aiming at a target. To understand how to score using overarm and underarm throwing. To develop striking to a target. To develop hitting a moving target. 	<p><u>Fitness</u></p> <ul style="list-style-type: none"> To understand how to run for longer periods of time without stopping. To develop co-ordination and timing when jumping in a long rope. To develop individual skipping. To take part in a circuit to develop stamina and agility. 	<p><u>Invasion</u></p> <ul style="list-style-type: none"> To understand what being in possession means and support a teammate to do this. To understand that scoring goals is an attacking skill and to explore ways to do this. 	<p><u>Sending and Receiving</u></p> <ul style="list-style-type: none"> To roll a ball towards a target. To track and receive a rolling ball. To send and receive a ball with your feet. To develop catching skills. To develop throwing and catching skills. 	<p><u>Striking and Fielding</u></p> <ul style="list-style-type: none"> To track a rolling ball and collect it. To develop accuracy in underarm throwing and catching to field a ball. To develop accuracy with overarm throwing to limit a batter's score. To develop hitting for distance to score more points.

	<ul style="list-style-type: none"> To explore jumping, hopping and skipping actions. To explore co-ordination and combination jumps. To explore combination jumping and skipping in an individual rope. <p><u>Team Building</u></p> <ul style="list-style-type: none"> To follow instructions and work with others. To co-operate and communicate in a small group to solve challenges. To create a plan with a group to solve the challenges. To communicate effectively and develop trust. To work as a group to solve problems. To work with a group to copy and create a basic map. 	<ul style="list-style-type: none"> To select and apply the appropriate skill to the target game. To show an improvement in my personal best. <p><u>Dance</u></p> <ul style="list-style-type: none"> THEME: Secret Garden To remember, repeat and link actions to tell the story of my dance. THEME: Secret Garden To develop an understanding of dynamics and how they can show an idea. THEME: Secret Garden Use counts of 8 to help you stay in time with the music. THEME: The Circus To copy, remember and repeat actions using facial expressions to show different characters. THEME: The Circus To explore pathways and levels. THEME: The Circus To remember and rehearse our circus dance showing expression and character. 	<ul style="list-style-type: none"> To explore exercises that use your own body weight. To develop ‘ABC,’ agility, balance and co-ordination. <p><u>Ball skills</u></p> <ul style="list-style-type: none"> To be able to roll a ball to hit a target. To develop co-ordination and be able to stop a rolling ball. To develop technique and control when dribbling a ball with your feet. To develop control and technique when kicking a ball. To develop co-ordination and technique when throwing and catching. To develop control and co-ordination when dribbling a ball with your hands. 	<ul style="list-style-type: none"> To understand that stopping goals is a defending skill and explore ways to do this. To explore how to gain possession. To mark an opponent and understand that this is a defending skill. To learn to apply simple tactics for attacking and defending. <p><u>Yoga</u></p> <ul style="list-style-type: none"> To copy and repeat yoga poses. To develop an awareness of strength when completing yoga poses. To develop an awareness of flexibility when completing yoga poses. To copy and remember actions linking them into a flow. To create a flow and teach it to a partner. To explore poses and create a yoga flow. 	<ul style="list-style-type: none"> To send and receive a ball using a racket. <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> To perform gymnastic shapes and link them together. To be able to use shapes to create balances. To be able to link travelling actions and balances using apparatus. To demonstrate different shapes, take off and landings when performing jumps. To develop rolling and sequence building. To develop sequence work on apparatus. 	<ul style="list-style-type: none"> To develop decision making to get a batter out. To develop decision making when under pressure. <p><u>Athletics</u></p> <ul style="list-style-type: none"> To develop the sprinting action. To develop jumping for distance. To develop technique when jumping for height. To develop throwing for distance. To develop throwing for accuracy. To select and apply knowledge and technique in an athletics carousel.
Vocabulary	<p><u>Fundamentals</u></p> <p>Dodge, jog, hurdle, speed, steady, sprint</p> <p><u>Teamwork</u></p> <p>Support, successful, map, direction, communicate</p>	<p><u>Dance</u></p> <p>Mirror, action, pathway, direction, speed, timing</p> <p><u>Target Games</u></p> <p>Accurate, send, teammate, against, overarm, release, target, underarm</p>	<p><u>Ball skills</u></p> <p>Overarm, collect, target, underarm, dribble, distance</p> <p><u>Fitness</u></p> <p>Strong, pace, race, speed, jog, steady, sprint</p>	<p><u>Invasion</u></p> <p>Received, send, teammate, chest pass, possession, goal, dodge, bounce pass</p> <p><u>Yoga</u></p> <p>Focus, pose, position, create, flow, choose</p>	<p><u>Sending and Receiving</u></p> <p>Opponent, unmarked, defend, control, continuous, intercept, unmarked</p> <p><u>Gymnastics</u></p> <p>Link, pathway, sequence, tuck, straddle, speed, star, pike</p>	<p><u>Athletics</u></p> <p>Sprint, jog, distance, height, take off, landing, overarm, underarm</p> <p><u>Striking and Fielding</u></p> <p>Fielder, send, teammate, runs, batter, received, bowler</p>
Assessment	<p><u>Fundamentals</u></p> <p>I can change direction when moving at speed. I can recognise changes in my body when I do exercise. I can run at different speeds. I can select my own actions in response to a task. I can show hopping and jumping movements. I can work co-operatively with others to complete tasks. I show balance and co-ordination when static and moving at a slow speed.</p> <p><u>Team Building</u></p> <p>I can follow instructions carefully. I can say when I was successful at solving challenges. I can share my ideas and help to solve tasks. I can work co-operatively with a partner and a small group. I show honesty and can play fairly. I understand how to use, follow and create a simple diagram/map.</p>	<p><u>Target Games</u></p> <p>I am able to select the appropriate skill for the situation. I can throw, roll or strike a ball to a target with some success. I can work co-operatively with a partner and a small group. I understand the principles of a target game and can use different scoring systems when playing games. I understand what good technique looks like and can use key words in the feedback I provide.</p> <p><u>Dance</u></p> <p>I am beginning to provide feedback using key words. I can copy, remember, repeat and create dance phrases. I can describe how my body feels during exercise. I can show a character and idea through the actions and dynamics I choose.</p>	<p><u>Fitness</u></p> <p>I can describe how my body feels during exercise. I can show hopping and jumping movements with some balance and control. I persevere with new challenges. I show determination to continue working over a longer period of time. I understand that running at a slower speed will allow me to run for a longer period of time. I work with others to turn a rope and encourage others to jump at the right time.</p> <p><u>Ball skills</u></p> <p>I am beginning to provide feedback using key words. I am beginning to understand and use simple tactics. I can dribble a ball with my hands and feet with some control.</p>	<p><u>Invasion</u></p> <p>I can describe how my body feels during exercise. I can dodge and find space away from the other team. I can move with a ball towards goal. I can sometimes dribble a ball with my hands and feet. I can stay with another player to try and win the ball. I know how to score points and can remember the score. I know who is on my team and I can attempt to send the ball to them.</p> <p><u>Yoga</u></p> <p>I am beginning to provide feedback using key words. I can copy, remember and repeat yoga flows. I can describe how my body feels during exercise. I can move from one pose to another thinking about my breath.</p>	<p><u>Sending and Receiving</u></p> <p>I am beginning to provide feedback using key words. I am beginning to trap and cushion a ball that is coming towards me. I can accurately throw and kick a ball to a partner. I can catch a ball passed to me, with and without a bounce. I can roll a ball to hit a target. I can track a ball and stop it using my hands and feet. I can work co-operatively with a partner and a small group. I can work safely to send a ball towards a partner using a piece of equipment.</p> <p><u>Gymnastics</u></p> <p>I am beginning to provide feedback using key words. I am proud of my work and confident to perform in front of others. I can perform the basic gymnastic actions with some control and balance. I can plan and repeat simple sequences of actions.</p>	<p><u>Striking and Fielding</u></p> <p>I am beginning to provide feedback using key words. I am developing underarm and overarm throwing skills I can hit a ball using equipment with some consistency. I can track a ball and collect it I can use simple tactics. I know how to score points and can remember the score. I understand the rules of the game and can use these to play fairly in a small group.</p> <p><u>Athletics</u></p> <p>I can describe how my body feels during exercise. I can identify good technique. I can jump and land with control.</p>

		<p>I can use counts to stay in time with the music.</p> <p>I can work with a partner using mirroring and unison in our actions.</p> <p>I show confidence to perform.</p>	<p>I can roll and throw a ball to hit a target.</p> <p>I can send and receive a ball using both kicking and throwing and catching skills.</p> <p>I can track a ball and collect it.</p> <p>I can work co-operatively with a partner and a small group.</p>	<p>I can use clear shapes when performing poses.</p> <p>I can work with others to create simple flows showing some control.</p>	<p>I can use directions and levels to make my work look interesting.</p> <p>I can use shapes when performing other skills.</p> <p>I can work safely with others and apparatus.</p>	<p>I can use an overarm throw to help me to throw for distance.</p> <p>I can work with others, taking turns and sharing ideas.</p> <p>I show balance and co-ordination when running at different speeds.</p> <p>I try my best.</p>
Year 3	<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> To be able to create interesting point and patch balances. To develop stepping into shape jumps with control. To develop the straight, barrel, and forward roll. To be able to transition smoothly into and out of balances. To create a sequence with matching and contrasting actions and shapes. To create a partner sequence incorporating equipment. <p><u>Ball Skills</u></p> <ul style="list-style-type: none"> To develop confidence and accuracy when tracking a ball. To develop confidence and accuracy when tracking a ball. To explore and develop a variety of throwing techniques. To develop catching skills using one and two hands. To develop dribbling a ball with hands. To use tracking, sending and dribbling skills with feet. 	<p><u>Yoga</u></p> <ul style="list-style-type: none"> To explore connecting breath and movement. To explore new yoga poses and begin to connect them. To explore gratitude when remembering and repeating a yoga flow. To develop flexibility and strength in a positive summer flow. To develop flexibility in an individual yoga flow. To develop confidence and strength in arm balances. <p><u>Netball</u></p> <ul style="list-style-type: none"> To develop passing and moving and play within the footwork rule. To develop passing and moving towards a goal. To develop movement skills to lose a defender. To be able to defend an opponent and try to win the ball. To develop the shooting action. To develop playing using netball rules. 	<p><u>Dance</u></p> <ul style="list-style-type: none"> THEME: Machines To create actions in response to a stimulus and move in unison with a partner. To create actions to move in contact with a partner or interact with a partner. To select and link appropriate actions and dynamics to show our dance idea. THEME: A Trip to... To remember, repeat and create actions to represent an idea. To share ideas of actions and dynamics to create a dance that shows a location. To use choreographing ideas to develop our dance. To structure a dance to represent a theme. <p><u>Hockey</u></p> <ul style="list-style-type: none"> To develop sending the ball with a push pass. To develop receiving the ball. To develop dribbling using the reverse stick (Indian dribble). To develop moving into space after passing the ball. To use an open stick tackle to gain possession. To apply defending and attacking principles and skills in a hockey tournament. 	<p><u>Dance</u></p> <ul style="list-style-type: none"> THEME: Country and Western To use straight pathways and clear changes in direction in a line dance. To use canon and unison to make our line dance look interesting. To use formations, canon and unison to make our line dance look interesting. THEME: Superpowers To remember, repeat and create actions around a theme. To understand and use formations. To structure a dance to represent a theme. <p><u>Football</u></p> <ul style="list-style-type: none"> To develop controlling the ball and dribbling under pressure. To develop passing to a teammate. To be able to control the ball with different parts of the body. To develop changing direction with the ball using an inside and outside hook. To jockey / track an opponent. To be able to apply the rules and tactics you have learnt to play in a football tournament. 	<p><u>Dodgeball</u></p> <ul style="list-style-type: none"> To apply rules to a game situation. To develop throwing at a moving target. To use jumps, dodges and ducks to avoid being hit. To develop catching a dodgeball at different heights. To learn how to block using the ball. To understand the rules of dodgeball and use them to play in a tournament. <p><u>Athletics</u></p> <ul style="list-style-type: none"> To develop the sprinting technique and improve on your personal best. To develop changeover in relay events. To develop jumping technique in a range of approaches and take off positions. To develop throwing for distance and accuracy. To develop throwing for distance in a pull throw. To develop officiating and performing skills. 	<p><u>Fundamentals</u></p> <ul style="list-style-type: none"> To develop balancing and understand the importance of this skill. To understand how to change speed and be able to demonstrate good technique when running at different speeds. To demonstrate a change of speed and direction to outwit others. To develop technique and control when jumping, hopping and landing. To develop skipping with a rope. To apply fundamental skills to a variety of challenges. <p><u>Cricket</u></p> <ul style="list-style-type: none"> To develop overarm throwing and catching. To develop underarm bowling. To learn how to grip the bat and develop batting technique. To be able to field a ball using a two-handed pick up and a short barrier. To develop overarm bowling technique. To play apply skills learnt to mini cricket.
Vocabulary	<p><u>Gymnastics</u></p> <p>Flow, explore, create, matching, sequence, direction, shape, interesting, control, contrasting.</p> <p><u>Ball Skills</u></p> <p>Track, bounce, release, consistency, select, persevere, control, technique, receive, chest, shoulder, overhead, accurate.</p>	<p><u>Yoga</u></p> <p>Strength, flexibility, stable, control, perform, mindfulness, try, grounded, down dog, link, relax, technique.</p> <p><u>Netball</u></p> <p>Footwork, pivot, opponent, opposition, receiver, landing foot, interception, rebound, obstruction, procession, attack, defence, contact, mark.</p>	<p><u>Dance</u></p> <p>Unison, explore, create, feedback, perform, timing, levels, flow, dynamics, expression, actions.</p> <p><u>Hockey</u></p> <p>Dribble, receiver, attack, shoot, interception, defense, opponent, trapping the ball, mark, opposition, obstruction, push pass, grip, possession.</p>	<p><u>Dance</u></p> <p>Unison, explore, create, feedback, perform, timing, levels, flow, dynamics, expression, actions.</p> <p><u>Football</u></p> <p>Goal keeper, attacker, outside, opponent, communicate, possession, opposition, tracking, inside, dribbling, control, available, defender, tackle.</p>	<p><u>Dodgeball</u></p> <p>Throw, catch, possession, opposition, dodge, rules, court, defend, attack, protect, block, caught, communicate.</p> <p><u>Athletics</u></p> <p>Speed, accurately, power, personal best, determination, further, faster, control, strength, pace.</p>	<p><u>Fundamentals</u></p> <p>Distance, control, pace, technique, momentum, rhythm, accelerate, co-ordination, tension, decelerate, stability, transfer.</p> <p><u>Cricket</u></p> <p>Runs, technique, wicket keeper, strike, retrieve, bowl, fielding, stumped, two-handed pick up, stance, wicket, short barrier, grip, batting.</p>

Assessment	<p><u>Gymnastics</u></p> <p>I can adapt sequences to suit different types of apparatus. I can choose actions that flow well into one another. I can choose and plan sequences of contrasting actions. I can complete actions with increasing balance and control. I can move in unison with a partner. I can provide feedback using key words. I use a greater number of my own ideas for movements in response to a task. With help, I can recognise how performances could be improved.</p> <p><u>Ball Skills</u></p> <p>I can catch different sized objects with increasing consistency with two hands. I can dribble a ball with control. I can persevere when learning a new skill. I can provide feedback using key words. I can show a variety of throwing techniques. I can throw with accuracy and increasing consistency to a target. I can track the path of a ball that is not sent directly to me.</p>	<p><u>Yoga</u></p> <p>I can copy and link yoga poses together to create a short flow. I can describe how yoga makes me feel. I can move from one pose to another in time with my breath. I can provide feedback using key words. I can work with others to create a flow including a number of poses. I show some stability when holding my yoga poses.</p> <p><u>Netball</u></p> <p>I am beginning to use simple tactics. I am learning the rules of the game and am beginning to use them honestly. I can communicate with my team and move into space to support them. I can defend an opponent and try to win the ball. I can pass, receive and shoot the ball with some control. I can provide feedback using key words. I understand my role as an attacker and as a defender. I work cooperatively with my group to self-manage games.</p>	<p><u>Dance</u></p> <p>I am respectful of others when watching them perform. I can provide feedback using key words. I can repeat, remember and perform a dance phrase. I can use counts to keep in time with a partner and group. I can use dynamic and expressive qualities in relation to an idea. I can work with a partner and in a small group, sharing ideas. I create short dance phrases that communicate the idea.</p> <p><u>Hockey</u></p> <p>I am beginning to use simple tactics. I am learning the rules of the game and am beginning to use them honestly. I can dribble, pass, receive and shoot the ball with some control. I can find space away from others and near to my goal. I can provide feedback using key words. I can track an opponent to slow them down. I understand my role as an attacker and as a defender I work co-operatively with my group to self-manage games.</p>	<p><u>Dance</u></p> <p>I am respectful of others when watching them perform. I can provide feedback using key words. I can repeat, remember and perform a dance phrase. I can use counts to keep in time with a partner and group. I can use dynamic and expressive qualities in relation to an idea. I can work with a partner and in a small group, sharing ideas. I create short dance phrases that communicate the idea.</p> <p><u>Football</u></p> <p>I am beginning to use simple tactics. I am learning the rules of the game and I am beginning to use them to play honestly and fairly. I can dribble, pass, receive and shoot the ball with some control. I can find space away from others and near to my goal. I can provide feedback using key words. I can track an opponent to slow them down. I understand my role as an attacker and as a defender. I work co-operatively with my group to self-manage games.</p>	<p><u>Dodgeball</u></p> <p>I am learning the rules of the game and I am beginning to use them to play fairly. I can provide feedback using key words. I can throw with some accuracy and I am beginning to catch with some consistency. I understand the aim of the game. I work co-operatively with my group to self-manage games.</p> <p><u>Athletics</u></p> <p>I am developing jumping for distance. I can identify when I was successful. I can take part in a relay activity, remembering when to run and what to do. I can throw a variety of objects, changing my action for accuracy and distance. I can use different take off and landings when jumping. I can use key points to help me to improve my sprinting technique. I can work with a partner and in a small group, sharing ideas. I show determination to achieve my personal best.</p>	<p><u>Fundamentals</u></p> <p>I am able to jump and turn a skipping rope. I can change direction quickly. I can identify when I was successful. I can link hopping and jumping actions. I demonstrate balance when performing other fundamental skills. I understand how the body moves differently at different speeds. I understand why it is important to warm up.</p> <p><u>Cricket</u></p> <p>I am able to bowl a ball towards a target. I am beginning to strike a bowled ball after a bounce. I am developing an understanding of tactics and I am beginning to use them in game situations. I am learning the rules of the game and I am beginning to use them honestly. I can persevere when learning a new skill. I can provide feedback using key words. I can use overarm and underarm throwing, and catching skills. I work co-operatively with my group to self-manage games.</p>
Year 4	<p><u>Fitness</u></p> <p>To develop an awareness of what your body is capable of. To develop speed and strength. To complete actions to develop co-ordination. To complete actions to develop agility. To complete actions to develop balance. To complete actions to develop stamina.</p> <p><u>Tennis</u></p> <p>To develop hitting the ball using a forehand. To develop returning the ball using a forehand. To develop the backhand and understand when to use it. To work co-operatively with a partner to keep a continuous rally going. To use simple tactics in a game to outwit an opponent. To demonstrate honesty and fair play when competing against others.</p>	<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> To develop individual and partner balances. To develop control in performing and landing rotation jumps. To develop the straight, barrel, forward and straddle roll. To develop the straight, barrel, forward and straddle roll. To develop strength in inverted movements. To be able to create a partner sequence to include apparatus. <p><u>Basketball</u></p> <ul style="list-style-type: none"> To develop the attacking skill of dribbling. To use protective dribbling against an opponent. To develop the bounce and chest pass and begin to recognise when to use them. To develop tracking and defending an opponent. To develop the technique for the set shot. To be able to apply the skills, rules and tactics you have learnt to a mini tournament. 	<p><u>Golf</u></p> <ul style="list-style-type: none"> To explore hitting technique and aiming towards a target. To explore shot accuracy. To explore the technique for putting. To explore the technique for chipping. To explore the techniques used for a short game. To explore the technique for a long game. <p><u>OAA</u></p> <ul style="list-style-type: none"> To develop co-operation and teamwork skills. To be able to orientate a map and navigate around a grid. To develop trust and teamwork whilst listening to others and following instructions. To develop trust whilst listening to others and following instructions. To be able to identify objects on a map, draw and follow a simple map. To be able to orientate and navigate around a map and draw a route using directions. 	<p><u>Dance</u></p> <ul style="list-style-type: none"> THEME: The Spy To copy and create actions in response to an idea and be able to adapt these using changes of space. To choose actions which relate to the theme. To develop a dance using matching and mirroring. THEME: Carnival To learn and create dance moves in the theme of carnival. To develop a carnival dance using formations, canon and unison. To develop a dance phrase and perform as part of a class performance. <p><u>Handball</u></p> <ul style="list-style-type: none"> To begin to throw and catch while on the move. To learn how to move towards goal or away from a defender. To develop accuracy when shooting. To be able to apply individual and team defending skills. 	<p><u>Dance</u></p> <ul style="list-style-type: none"> THEME: States of Matter To understand how dynamics, space and relationships can be used to represent a state of matter. To use actions, dynamics, space and relationships to represent a state of matter. To order and structure phrases to create a dance performance. THEME: The Twist To copy and repeat a set phrase of movement in a 1960s theme showing energy and rhythm. To learn and perform a partner dance in a 1960s style. To develop my own 1960s inspired dance using changes in relationships. <p><u>Athletics</u></p> <ul style="list-style-type: none"> To develop stamina and an understanding of speed and pace in relation to distance. To develop power and speed in the sprinting technique. To develop technique when jumping for distance. 	<p><u>Rounders</u></p> <ul style="list-style-type: none"> To play different roles in a game and begin to think tactically about each role. To develop the bowling action and learn the rules of bowling. To run around the outside of the bases and make decisions about when to stop and when to run. To field a ball using a two-handed pick up and a short barrier. To develop batting technique and an understanding of where to hit the ball. To apply skills and rules learnt to play rounders. <p><u>Tag Rugby</u></p> <ul style="list-style-type: none"> To develop throwing, catching and running with the ball. To develop an understanding of tagging rules. To begin to use the ‘forward pass’ and ‘off side’ rule. To dodge a defender and move into space when running towards the goal. To develop defending skills and use them in a game situation. To apply the rules and skills you have learnt and play in a tag rugby tournament.

				<ul style="list-style-type: none"> To use a change of direction and speed to lose a defender and move into space. To maintain possession when in attack. 	<ul style="list-style-type: none"> To develop power and technique when throwing for distance. To develop a pull throw for distance and accuracy. To develop officiating and performing skills. 	
Vocabulary	<p><u>Fitness</u> Speed, strength, fitness, balance, pace, steady, agility, control, progress, co-ordination, stamina, muscle.</p> <p><u>Tennis</u> Ready position, return, rally, serve, control, opponent, forehand, backhand.</p>	<p><u>Gymnastics</u> Technique, quality, sequence, perform, rotation, extension, apparatus, inverted, shape.</p> <p><u>Basketball</u> Travelling, double dribble, possession, v dribble, receiver, playing area, opponent, tracking, rebound, opposition.</p>	<p><u>Golf</u> Rules, putt, drive, club, strike, target, course, distance, least, align, putter, tee, accurately, swing, chipping.</p> <p><u>OAA</u> Navigate, grid, plan, route, discuss, rules, collaborate, symbol, trust, inclusive, effectively, orientate.</p>	<p><u>Dance</u> Space, action, levels, timing, reaction, performance, dynamics, unison, represent, expression.</p> <p><u>Handball</u> Dribble, grip, defence, shoot, interception, mark, opponent, protect, double dribble, opposition, fluid, attack, possession.</p>	<p><u>Dance</u> Space, action, levels, timing, reaction, performance, dynamics, unison, represent, expression.</p> <p><u>Athletics</u> Stamina, speed, pace, technique, determination, perseverance, officiate, power, accuracy, personal best, flight.</p>	<p><u>Rounders</u> Strike, batting, bowl, fielding, retrieve, two-handed pick up, stance, stumped, short barrier, technique, back stop, post, rounder.</p> <p><u>Tag Rugby</u> Defence, receiver, mark, tag, try, dodge, opponent, possession, offside, opposition, onside, score, outwit.</p>
Assessment	<p><u>Fitness</u> I can collect and record my scores and identify areas I need to improve. I can use key points to help me to improve my sprinting technique. I share ideas and work with others to manage activities. I show balance when changing direction at speed. I show control when completing activities to improve balance. I show determination to continue working over a period of time. I understand there are different areas of fitness and that each area challenges my body differently.</p> <p><u>Tennis</u> I can communicate with my teammates to apply simple tactics. I can explain what happens to my body when I exercise and how this helps to make me healthy. I can provide feedback using key terminology and understand what I need to do to improve. I can return to the ready position to defend my own court. I can sometimes play a continuous game. I can use a range of basic racket skills. I share ideas and work with others to manage our game. I understand the rules of the game and I can use them often and honestly.</p>	<p><u>Gymnastics</u> I can explain what happens to my body when I exercise and how this helps to make me healthy. I can identify some muscle groups used in gymnastic activities. I can plan and perform sequences with a partner that include a change of level and shape. I can provide feedback using appropriate language relating to the lesson. I can safely perform balances individually and with a partner. I can watch, describe and suggest possible improvements to others' performances and my own. I understand how body tension can improve the control and quality of my movements.</p> <p><u>Basketball</u> I can delay an opponent and help to prevent the other team from scoring. I can dribble, pass, receive and shoot the ball with increasing control. I can move to space to help my team to keep possession and score goals. I can provide feedback using key terminology and understand what I need to do to improve I can use simple tactics to help my team score or gain possession. I share ideas and work with others to manage our game. I understand the rules of the game and I can use them often and honestly.</p>	<p><u>Golf</u> I can hold all equipment correctly. I can provide feedback using key terminology and understand what I need to do to improve. I can show how to aim using a putting club. I can strike a ball with increasing consistency. I can use different actions for different shots. I share ideas and work with others to manage our game.</p> <p><u>OAA</u> I can accurately follow and give instructions. I can confidently communicate ideas and listen to others. I can identify key symbols on a map and use a key to help navigate around a grid. I can plan and apply strategies to solve problems. I can reflect on when and why I was successful at solving challenges. I can work collaboratively and effectively with a partner and a small group.</p>	<p><u>Dance</u> I can choose actions and dynamics to convey a character or idea. I can copy and remember set choreography. I can provide feedback using appropriate language relating to the lesson. I can respond imaginatively to a range of stimuli relating to character and narrative. I can use changes in timing and spacing to develop a dance. I can use counts to keep in time with others and the music. I can use simple movement patterns to structure dance phrases on my own, with a partner and in a group. I show respect for others when working as a group and watching others perform.</p> <p><u>Handball</u> I can self-manage a match with my team-mates and officiate a match by applying the basic rules. I can delay an opponent and help to prevent the other team from scoring. I can move to space to help my team to keep possession and score goals. I can provide feedback using key terminology and understand what I need to do to improve. I can throw, catch, dribble and shoot the ball with increasing control. I can use simple tactics to help my team gain possession. I share ideas and work with others to manage our game. I understand the rules of the game and I can use them often and honestly.</p>	<p><u>Dance</u> I can choose actions and dynamics to convey a character or idea. I can copy and remember set choreography. I can provide feedback using appropriate language relating to the lesson. I can respond imaginatively to a range of stimuli relating to character and narrative. I can use changes in timing and spacing to develop a dance. I can use counts to keep in time with others and the music. I can use simple movement patterns to structure dance phrases on my own, with a partner and in a group. I show respect for others when working as a group and watching others perform.</p> <p><u>Athletics</u> I can demonstrate the difference in sprinting and jogging techniques. I can explain what happens in my body when I warm up. I can identify when I was successful and what I need to do to improve. I can jump for distance with balance and control. I can throw with some accuracy and power to a target area. I show determination to improve my personal best. I support and encourage others to work to their best.</p>	<p><u>Rounders</u> I am able to bowl a ball with some accuracy, and consistency. I am learning the rules of the game and I am beginning to use them to play honestly and fairly. I can communicate with my teammates to apply simple tactics. I can explain what happens to my body when I exercise and how this helps to make me healthy. I can provide feedback using key terminology and understand what I need to do to improve. I can strike a bowled ball with adapted equipment (e.g. a tennis racket). I can use overarm and underarm throwing and catching skills with increasing accuracy. I share ideas and work with others to manage our game.</p> <p><u>Tag Rugby</u> I can delay an opponent and help prevent the other team from scoring. I can explain what happens to my body when I exercise and how this helps to make me healthy. I can help my team keep possession and score tries when I play in attack. I can pass and receive the ball with increasing control. I can provide feedback using key terminology and understand what I need to do to improve. I can use simple tactics to help my team score or gain possession. I share ideas and work with others to manage our game. I understand the rules of the game and I can use them often and honestly.</p>
Year 5	<p><u>Fitness</u></p> <ul style="list-style-type: none"> To develop an awareness of what your body is able to do. To develop speed and stamina. To develop strength using my own body weight. 	<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> To be able to perform symmetrical and asymmetrical balances. 	<p><u>Hockey</u></p> <ul style="list-style-type: none"> To develop dribbling to beat a defender. To choose when to pass and when to dribble. 	<p><u>Dance</u></p> <ul style="list-style-type: none"> THEME: Dance by Chance To create a dance using a random structure and perform the actions showing quality and control. 	<p><u>OAA</u></p> <ul style="list-style-type: none"> To develop communication, negotiation and empathy whilst working in a team. 	<p><u>Cricket</u></p> <ul style="list-style-type: none"> To develop throwing accuracy and catching skills under pressure. To develop placement of a ball into space.

	<ul style="list-style-type: none"> To develop co-ordination through skipping. To perform actions that develop agility. To develop control whilst balancing. <p><u>Netball</u></p> <ul style="list-style-type: none"> To develop passing and moving to maintain possession. To create and use space to support a teammate. To change direction and speed to lose a defender. To use defending skills to gain possession. To develop the shooting action. To use and apply skills, principles and tactics to a game situation. 	<ul style="list-style-type: none"> To develop the straight, forward, straddle and backward roll. To be able to explore different methods of travelling, linking actions in both canon and synchronisation. To be able to perform progressions of inverted movements. To explore matching and mirroring using actions both on the floor and on apparatus. To be able to create a partner sequence using apparatus. <p><u>Football</u></p> <ul style="list-style-type: none"> To dribble a ball under pressure maintaining possession. To develop dribbling to maintain possession. To choose when to pass and when to dribble. To move into space to support a teammate. To develop defending skills to gain possession. To apply rules, skills and principles to play in a tournament. 	<ul style="list-style-type: none"> To develop receiving the ball with control. To move into space to support a teammate. To develop tackling to gain possession of the ball. To apply rules, skills and principles to play in a hockey tournament. <p><u>Badminton</u></p> <ul style="list-style-type: none"> To develop footwork and the forehand and backhand grip. To develop rallying and understand how to start a game. To develop a range of shots to keep a rally going. To learn how to score points and play in competitive games. To select and apply the appropriate skill to a game situation. To show respect, honesty and fair play when competing against an opponent. 	<ul style="list-style-type: none"> THEME: Dance by Chance To understand how changing dynamics changes the appearance of the performance. THEME: Dance by Chance To understand and use relationships and space to change how a performance looks. THEME: Rock ‘n’ Roll To copy and repeat movements in the style of rock ‘n’ roll. THEME: Rock ‘n’ Roll To work with a partner to copy and repeat actions keeping in time with the music. THEME: Rock ‘n’ Roll To work collaboratively with a group to create a dance in the style of Rock ‘n’ Roll. <p><u>Badminton</u></p> <ul style="list-style-type: none"> To develop footwork and the forehand and backhand grip. To develop rallying and understand how to start a game. To develop a range of shots to keep a rally going. To learn how to score points and play in competitive games. To select and apply the appropriate skill to a game situation. To show respect, honesty and fair play when competing against an opponent. 	<ul style="list-style-type: none"> To work as a team to solve problems, sharing ideas and collaborating with one another. To develop tactical planning and problem solving. To share ideas and work as a team to solve problems. To develop navigational skills and map reading. To use a key to identify objects and locations. <p><u>Athletics</u></p> <ul style="list-style-type: none"> To be able to apply different speeds over varying distances. To develop fluency and co-ordination when running for speed. To develop technique in relay changeovers. To develop technique and co-ordination in the triple jump. To develop throwing with force for longer distances. To develop throwing with greater control and technique. 	<ul style="list-style-type: none"> To develop consistency of catching to get opponents out. To develop overarm bowling technique and accuracy. To develop a variety of fielding techniques and use them within a game. To further develop fielding techniques and apply them to a game situation. <p><u>Dodgeball</u></p> <ul style="list-style-type: none"> To apply rules honestly and fairly to a game situation. To develop throwing at a moving target. To use timing, balance and agility to avoid being hit. To develop catching under pressure to get an opponent out. To select and apply tactics in the game. To develop officiating skills and referee a dodgeball game.
Vocabulary	<p><u>Fitness</u></p> <p>Agility, balance, strength, co-ordination, generate force, continuous, technique, control, stamina, component, speed, power, analyse, measure, record</p> <p><u>Netball</u></p> <p>Rebound, contact, contest, consecutive, possession, obstruction, conceding, consistently, attack, defend, interception, turnover</p>	<p><u>Gymnastics</u></p> <p>Symmetrical, asymmetrical, extension, rotation, synchronisation, canon, inverted, progression, aesthetics</p> <p><u>Football</u></p> <p>Control, interception, possession, opponent, tactics, consistently, pressure, possession, foul, outwit, touch, tracking</p>	<p><u>Hockey</u></p> <p>Obstruction, conceding, block tackle, trapping the ball, possession, attack, support, interception, jab tackle, consistently, bully off, defence</p> <p><u>Badminton</u></p> <p>Ready position, outwit, serve, attacking, continuously, control, co-operatively, return, defensive, attacking, backhand, forehand, rally, opponent, ready position</p>	<p><u>Dance</u></p> <p>Levels, actions, formation, timing, relationship, performance, expression, unison, posture, dynamics, canon</p> <p><u>Badminton</u></p> <p>Ready position, outwit, serve, attacking, continuously, control, co-operatively, return, defensive, attacking, backhand, forehand, rally, opponent, ready position</p>	<p><u>Athletics</u></p> <p>Technique, compete, continuous pace, flight, determination, personal best, momentum, stride, down sweep, upsweep, officiate, rhythm</p> <p><u>OAA</u></p> <p>Tactical, control card, critical thinking, co-operatively, orienteering, navigation, location, symbol, leader, orientate, strategy, boundaries</p>	<p><u>Dodgeball</u></p> <p>Pressure, tactics, opponent, fair play, officiate, referee, consistently, outwit, sportsmanship, support, tournament, co-operatively</p> <p><u>Cricket</u></p> <p>Strike, fielding, consistently, support, batting, wicket, tracking, obstruction, wicket keeper, tracking, receive</p>
Assessment	<p><u>Fitness</u></p> <p>I can analyse my fitness scores to identify areas for improvement. I can choose the best pace for a running event and maintain speed. I can encourage and motivate others to work to their personal best. I can identify how different activities can benefit my physical health. I can work with others to manage activities.</p>	<p><u>Gymnastics</u></p> <p>I can create and perform sequences using apparatus, individually and with a partner. I can lead a partner through short warm-up routines. I can use canon and synchronisation, and matching and mirroring when performing with a partner and a group and say how it affects the performance.</p>	<p><u>Hockey</u></p> <p>I can communicate with my team and move into space to keep possession and score. I can dribble, pass, receive and shoot the ball with some control under pressure. I can identify when I was successful and what I need to do to improve. I can use tracking, tackling and intercepting when playing in defence.</p>	<p><u>Dance</u></p> <p>I can accurately copy and repeat set choreography. I can choreograph phrases individually and with others considering actions and dynamics. I can confidently perform different styles of dance, clearly and fluently, showing a good sense of timing.</p>	<p><u>OAA</u></p> <p>I am inclusive of others and can share job roles. I can navigate around a course using a map. I can orientate a map confidently. I can reflect on when I was successful at solving challenges and alter my methods in order to improve. I can use critical thinking to approach a task.</p>	<p><u>Cricket</u></p> <p>I am developing a wider range of fielding skills and I am beginning to use these under some pressure. I can identify when I was successful and what I need to do to improve. I can strike a bowled ball with increasing consistency. I can work co-operatively with others to manage our game.</p>

	<p>I understand the different components of fitness and how to test them. I understand what my maximum effort looks and feels like and I am determined to achieve it.</p> <p><u>Netball</u></p> <p>I can communicate with my team and move into space to keep possession and score. I can identify when I was successful and what I need to do to improve. I can pass, receive and shoot the ball with some control under pressure. I can stay with an opponent and I am confident to attempt to intercept. I know what position I am playing in and how to contribute when attacking and defending. I understand the need for tactics and can identify when to use them in different situations. I understand the rules of the game and I can apply them honestly most of the time. I understand there are different skills for different situations and I am beginning to apply this.</p>	<p>I can use feedback provided to improve my work. I can use set criteria to make simple judgments about performances and suggest ways they could be improved. I can use strength and flexibility to improve the quality of a performance. I can work safely when learning a new skill to keep myself and others safe.</p> <p><u>Football</u></p> <p>I can communicate with my team and move into space to keep possession and score. I can dribble, pass, receive and shoot the ball with some control under pressure. I can identify when I was successful and what I need to do to improve. I can often make the correct decision of who to pass to and when. I can use tracking and intercepting when playing in defence. I understand the need for tactics and can identify when to use them in different situations. I understand the rules of the game and I can use them most of the time to play honestly and fairly. I understand there are different skills for different situations and I am beginning to apply this.</p>	<p>I know what position I am playing in and how to contribute when attacking and defending. I understand the need for tactics and can identify when to use them in different situations. I understand the rules of the game and I can use them most of the time to play fairly and honestly. I understand there are different skills for different situations and I am beginning to apply this.</p> <p><u>Badminton</u></p> <p>I am developing a wider range of skills and I am beginning to use these under some pressure I can identify when I was successful and what I need to do to improve. I can use feedback provided to improve my work. I can work cooperatively with others to manage our game. I understand the need for tactics and can identify when to use them in different situations. I understand the rules of the game and I can apply them honestly most of the time. I understand there are different skills for different situations and I am beginning to apply this.</p>	<p>I can lead a group through short warm-up routines. I can refine the way I use actions, dynamics, relationships and space in my dance in response to a stimulus. I can suggest ways to improve my own and other people’s work using key terminology. I can use counts when choreographing to stay in time with others and the music. I can use feedback provided to improve my work.</p> <p><u>Badminton</u></p> <p>I can select the appropriate action for the situation and make this decision quickly. I can use a wider range of skills with increasing control under pressure. I can use feedback provided to improve the quality of my work. I can use the rules of the game consistently to play honestly and fairly. I can work collaboratively to create tactics with my team and evaluate the effectiveness of these. I can work in collaboration with others so that games run smoothly. I recognise my own and others strengths and areas for development and can suggest ways to improve.</p>	<p>I can work effectively with a partner and a small group, sharing ideas and agreeing on a team strategy.</p> <p><u>Athletics</u></p> <p>I can choose the best pace for a running event. I can identify good athletic performance and explain why it is good. I can perform a range of jumps showing some technique. I can show control at take-off and landing in jumping activities. I can take on the role of coach, official and timer when working in a group. I can use feedback to improve my sprinting technique. I persevere to achieve my personal best. I show accuracy and power when throwing for distance.</p>	<p>I understand the need for tactics and can identify when to use them in different situations. I understand the rules of the game and I can apply them honestly most of the time. I understand there are different skills for different situations and I am beginning to use this.</p> <p><u>Dodgeball</u></p> <p>I am developing a wider range of skills and I am beginning to use these under some pressure. I can identify when I was successful and what I need to do to improve. I can throw accurately at a target. I can work co-operatively with others to manage our game. I understand the need for tactics and can identify when to use them in different situations. I understand the rules of the game and I can apply them honestly most of the time. I understand there are different skills for different situations and I am beginning to use these.</p>
Year 6	<p><u>Basketball</u></p> <ul style="list-style-type: none"> To develop protective dribbling against an opponent. To move into and create space to support a teammate. To choose when to pass and when to dribble. To be able to track an opponent and use defensive techniques to win the ball. To develop technique to increase accuracy when scoring. To apply principles, rules and tactics to a game situation. <p><u>Handball</u></p> <ul style="list-style-type: none"> To develop a variety of passes and know when to use each to maintain possession. To select appropriate skills to create space, move towards goal and away from defenders. To use defending skills to prevent an opponent from scoring. To select and apply the appropriate skill to score goals. To use defensive skills to gain possession. 	<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> To be able to develop the straddle, forward and backward roll. To develop counter balance and counter tension. To be able to perform inverted movements with control. To be able to perform the progressions of a headstand and a cartwheel. To be able to use flight from hands to travel over apparatus. To be able to create a group sequence using formations and apparatus. <p><u>Tag Rugby</u></p> <ul style="list-style-type: none"> To develop attacking principles, understanding when to run and when to pass. To be able to use the ‘forward pass’ and ‘offside’ rules. To be able to play games using tagging rules. 	<p><u>Fitness</u></p> <ul style="list-style-type: none"> To develop an awareness of what your body is able to do. To develop speed and stamina. To develop strength using my own body weight. To develop co-ordination through skipping. To perform actions that develop agility. To develop control whilst balancing. <p><u>Golf</u></p> <ul style="list-style-type: none"> To develop putting technique and accuracy. To develop the technique for chipping. To develop technique for a short game. To develop the technique for a long game. To select the appropriate shot for the situation. To design a course and select the appropriate shot for the situation. 	<p><u>Dance</u></p> <ul style="list-style-type: none"> THEME: Stamp, Clap To copy and repeat a set dance phrase showing confidence in movements. THEME: Stamp, Clap To work with others to explore and develop the dance idea. THEME: Stamp, Clap To use changes in dynamics in response to the stimulus. THEME: Bhangra To demonstrate a sense of rhythm and energy when performing bhangra style motifs. THEME: Bhangra To perform a bhangra dance, showing an awareness of timing, formations and direction. THEME: Bhangra To select, order, structure and perform movements in a bhangra style, showing various group formations. <p><u>Tennis</u></p>	<p><u>Athletics</u></p> <ul style="list-style-type: none"> To work collaboratively with a partner to set a steady pace. To develop your own and others sprinting technique. To develop power, control and technique for the triple jump. To develop power, control and technique when throwing for distance. To develop throwing with force and accuracy for longer distances. To work collaboratively in a team to develop the officiating skills of measuring, timing and recording. <p><u>Volleyball</u></p> <ul style="list-style-type: none"> To develop the fast catch volley. To be able to volley the ball using a set shot. To develop the dig and understand when to use it. 	<p><u>Rounders</u></p> <ul style="list-style-type: none"> To develop the bowling action and understand the role of the bowler. To develop batting technique. To make decisions about where and when to send the ball to stump a batter out. To develop a variety of fielding techniques and when to use them in a game. To develop long and short barriers in fielding and understand when to use them. To apply the rules and skills you have learnt to play in a rounder’s tournament. <p><u>Yoga</u></p> <ul style="list-style-type: none"> To develop an understanding of yoga. To develop flexibility through the sun salutation flow. To develop strength through yoga flows.

	<ul style="list-style-type: none"> To maintain possession under pressure. 	<ul style="list-style-type: none"> To develop dodging skills to lose a defender. To develop drawing defence and understanding when to pass. To be able to apply the rules and tactics you have learnt to play in a tag rugby tournament. 		<ul style="list-style-type: none"> To develop the forehand groundstroke. To be able to return the ball using a backhand groundstroke. To develop the volley and understand when to use it. To develop the volley and use it in a game situation. To develop accuracy of the underarm serve and to learn to use the official scoring system. To work co-operatively with a partner and employ tactics to outwit an opponent. 	<ul style="list-style-type: none"> To keep a continuous rally going over the net. To develop the underarm serve and learn the rules of serving. To apply the rules, skills and tactics learnt to play in a volleyball tournament. 	<ul style="list-style-type: none"> To create your own flow showing quality in control, balance and technique. To develop balance through yoga flows. To work collaboratively to create a controlled paired yoga flow. To create your own yoga flow that challenges technique, balance and control.
Vocabulary	<p><u>Basketball</u> Referee, double dribble, tactics, set shout, foul, possession, conceding, travelling, jump shot, opponent, rebound, outwit</p> <p><u>Handball</u> Pressure, delay, control, tactics, support, release, angle, reaction, principle, inclusion, create, close down, transfer</p>	<p><u>Gymnastics</u> Momentum, counter balance, aesthetics, formation, synchronisation, stability, inverted, progression, counter tension</p> <p><u>Tag Rugby</u> Defence, opponent, formation, pressure, receiver, onside, possession, dictate, turnover, offside, attack, shut down, support</p>	<p><u>Golf</u> Par, strike, consistently, accurately, putt, hole, align, swing, drive, bunker, hazard, chipping, power</p> <p><u>Fitness</u> Generate force, continuous, measure, flexibility, analyse, record</p>	<p><u>Tennis</u> Ready position, return, serve, outwit, control, opponent, forehand, backhand, volley, co-operatively, continuously</p> <p><u>Dance</u> Levels, actions, formation, timing, phrase, performance, expression, unison, posture, dynamics, canon, choreograph, contrast, structure</p>	<p><u>Athletics</u> Technique, trajectory, flight compete, momentum, control force, stride, rotation, continuous pace, officiate, transfer of weight</p> <p><u>Volleyball</u> Control, return, co-operatively, deep, serve, dig, defensive, ready position, consistently, volley, set, opponent, attack</p>	<p><u>Rounders</u> Strike, fielding, co-operatively, consistently, pressure, batting, retrieve, overtake, outwit, back up, continuous, consecutive, obstruction</p> <p><u>Yoga</u> Quality, develop, salutation, collaboratively, notice, high lunge, transition, connected, calm, fluidity, practice, aware</p>
Assessment	<p><u>Basketball</u> I can create and use space to help my team. I can dribble, pass, receive and shoot the ball with increasing control under pressure. I can select the appropriate action for the situation and make this decision quickly. I can use the rules of the game honestly and consistently. I can work collaboratively to create tactics with my team and evaluate the effectiveness of these. I can work in collaboration with others so that games run smoothly. I recognise my own and others strengths and areas for development and can suggest ways to improve. I understand when to use different styles of defence in game situations.</p> <p><u>Handball</u> I am confident to lead others and can contribute appropriate ideas to group work. I can confidently apply defensive skills individually and as a team to gain possession, deny space and stop goals. I can create and use space to help my team to maintain possession and create scoring opportunities. I can perform a range of skills with control and can select the appropriate action for the situation under pressure. I can work in collaboration with others to self-manage games so that they run smoothly.</p>	<p><u>Gymnastics</u> I can combine and perform gymnastic actions, shapes and balances with control and fluency. I can create and perform sequences using compositional devices to improve the quality. I can lead a small group through a short warm-up routine. I can use appropriate language to evaluate and refine my own and others' work. I can work collaboratively with others to create a sequence. I understand how to work safely when learning a new skill. I understand what counter balance and counter tension is and can show examples with a partner.</p> <p><u>Tag Rugby</u> I can create and use space to help my team. I can pass and receive the ball with increasing control under pressure. I can select the appropriate action for the situation and make this decision quickly. I can tag opponents individually and when working within a unit. I can use the rules of the game consistently to play honestly and fairly. I can work collaboratively to create tactics with my team and evaluate the effectiveness of these. I can work in collaboration with others so that games run smoothly.</p>	<p><u>Fitness</u> I can change my running technique to adapt to different distances. I can collect, record and analyse scores to identify areas where I have made the most improvement. I can work with others to organise, manage and record information at a station. I encourage and motivate others to work to their best. I understand that there are different areas of fitness and how this helps me in different activities. I understand the different components of fitness and ways to test and develop them. I work to my maximum consistently when presented with challenges.</p> <p><u>Golf</u> I can identify different areas of the golf course. I can show control of distance when chipping and putting. I can use a wider range of skills with increasing control under pressure. I can use feedback provided to improve the quality of my work.</p>	<p><u>Dance</u> I can choreograph a dance and work safely using a prop. I can lead a small group through a short warm-up routine. I can perform dances confidently and fluently with accuracy and good timing. I can refine the way I use actions, dynamics and relationships to represent ideas, emotions, feelings and characters. I can use appropriate language to evaluate and refine my own and others' work. I can use feedback provided to improve the quality of my work. I can work creatively and imaginatively on my own, with a partner and in a group to choreograph and structure dances.</p> <p><u>Tennis</u> I can select the appropriate action for the situation and make this decision quickly. I can use a wider range of skills with increasing control under pressure. I can use feedback provided to improve the quality of my work.</p>	<p><u>Athletics</u> I can compete within the rules showing fair play and honesty. I can help others to improve their technique using key teaching points. I can identify my own and others' strengths and areas for development and can suggest ways to improve. I can perform jumps for distance using good technique. I can select and apply the best pace for a running event. I can show accuracy and good technique when throwing for distance. I understand that there are different areas of fitness and how this helps me in different activities. I use different strategies to persevere to achieve my personal best.</p> <p><u>Volleyball</u> I am confident to make decisions when refereeing. I can select the appropriate action for the situation and make this decision quickly. I can use a wider range of skills with increasing control under pressure. I can use feedback provided to improve the quality of my work. I can use the rules of the game consistently to play honestly and fairly. I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.</p>	<p><u>Rounders</u> I can strike a bowled ball with increasing consistency. I can use a wider range of skills with increasing control under pressure. I can use the rules of the game consistently to play fairly. I can work collaboratively with others to get batters out. I can work in collaboration with others so that games run smoothly. I recognise my own and others strengths and areas for development and can suggest ways to improve. I understand and can apply some tactics in the game as a batter, bowler and fielder.</p> <p><u>Yoga</u> I am confident to lead others, demonstrating poses and teaching them my flow. I can use feedback provided to improve the quality of my work. I can use my breath to transition from one pose to another with control. I can use yoga poses to improve my flexibility, strength and balance. I choose poses which link easily from one to the other to help my sequence flow. I recognise my own and others strengths and areas for development and can suggest ways to improve. I understand that there are different areas of fitness and how this helps me in different activities.</p>

	<p>I recognise my own and others’ strengths and areas for development and can suggest ways to improve.</p> <p>I use the rules of the game honestly and consistently when playing and refereeing.</p>	<p>I recognise my own and others strengths and areas for development and can suggest ways to improve.</p>	<p>I can use the rules of the game consistently to play honestly and fairly.</p> <p>I can work in collaboration with others so that games run smoothly.</p> <p>I recognise my own and others strengths and areas for development and can suggest ways to improve.</p>	<p>I can use the rules of the game consistently to play honestly and fairly.</p> <p>I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.</p> <p>I can work in collaboration with others so that games run smoothly.</p> <p>I recognise my own and others strengths and areas for development and can suggest ways to improve.</p> <p>I understand that there are different areas of fitness and how this helps me in different activities.</p>	<p>I can work in collaboration with others so that games run smoothly.</p> <p>I recognise my own and others strengths and areas for development and can suggest ways to improve.</p>	
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