



# SKY PRIMARY AND EDEN PROJECT NURSERY



## Sky PE Curriculum Overview

### National Curriculum

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

**Aims** The national curriculum for physical education aims to ensure that all pupils:

♣ develop competence to excel in a broad range of physical activities ♣ are physically active for sustained periods of time ♣ engage in competitive sports and activities ♣ lead healthy, active lives.

<u>Reception</u>	<u>Key Stage 1</u>	<u>Key Stage 2</u>
Children at the expected level of development will: - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to: ♣ 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 ♣ participate in team games, developing simple tactics for attacking and defending ♣ perform dances using simple movement patterns	Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to: ♣ use running, jumping, throwing and catching in isolation and in combination ♣ 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 ♣ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] ♣ perform dances using a range of movement patterns ♣ take part in outdoor and adventurous activity challenges both individually and within a team ♣ compare their performances with previous ones and demonstrate improvement to achieve their personal best.
<b>Swimming and water safety:</b> All schools must provide swimming instruction either in key stage 1 or key stage 2. Pupils should be taught to: ♣ swim competently, confidently and proficiently over a distance of at least 25 metres ♣ use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] ♣ perform safe self-rescue in different water-based situations.		

	TERM 1		TERM 2		TERM 3	
Nursery	Introduction to PE : Unit 1	Introduction to PE : Unit 1	Fundamentals : Unit 1	Fundamentals : Unit 1	Ball Skills : Unit 1	Ball Skills : Unit 1
Reception	Introduction to PE : Unit 2	Fundamentals : Unit 2	Ball Skills : Unit 2	Gymnastics : Unit 1	Games : Unit 1	Dance : Unit 1
Year 1	Team Building	Sending and Receiving	Gymnastics	Invasion Games	Athletics	Striking and Fielding Games
Year 2	Ball Skills	Fitness	Dance	Gymnastics	Athletics	Striking and Fielding Games
Year 3	Fundamentals Y3/4	Football	Gymnastics	Netball	Athletics	Tennis
	Yoga	Fitness	Tag Rugby	Swimming	Dodgeball	Rounders
Year 4	Tennis	Dance	OAA	Handball	Athletics	Rounders
	Gymnastics	Tag Rugby	Football	Swimming	Hockey	Fitness
Year 5	Basketball	OAA	Dance	Hockey	Athletics	Cricket
	Gymnastics	Football	Badminton Y5/6	Swimming	Tag Rugby	Yoga
Year 6	Badminton Y5/6	Fitness	Football	Hockey	Athletics	Cricket
	Dodgeball	Tennis	Yoga	Swimming	Basketball	Tag Rugby

<b><u>Year Group</u></b>	<b><u>Autumn 1</u></b>	<b><u>Autumn 2</u></b>	<b><u>Spring 1</u></b>	<b><u>Spring 2</u></b>	<b><u>Summer 1</u></b>	<b><u>Summer 2</u></b>
<b><u>Nursery</u></b>	<b>Introduction to P.E Unit 1.</b> Components: 1. To move safely and sensibly in a space with consideration of others. 2. To develop moving safely and stopping with control. 3. To use equipment safely and responsibly. 4. To use different travelling actions whilst following a path. 5. To work with others cooperatively and play as a group. 6. To follow, copy and lead a partner.  Assessment Checkpoints: ✓ To begin to demonstrate balance. ✓ To begin to negotiate space safely. ✓ To begin to take turns with others. ✓ To begin to explore movement skills. ✓ To make guided choices. ✓ To follow instructions with support.		<b>Fundamentals Unit 1</b> Components: 1. To develop balancing whilst stationary and on the move. 2. To develop running and stopping. 3. To develop changing direction. 4. To develop jumping and landing. 5. To develop hopping and landing with control. 6. To explore different ways to travel.  Assessment Checkpoints: ✓ To try new challenges. ✓ To negotiate space safely with consideration for myself and others. ✓ To follow instructions involving several ideas or actions. ✓ To play cooperatively, take turns and encourage others. ✓ To play games honestly with consideration of the rules. ✓ To use movement skills when developing balance and co-ordination when playing games.		<b>Ball Skills Unit 1</b> Components: 1. To develop rolling a ball to a target. 2. To develop stopping a rolling ball. 3. To develop accuracy when throwing to a target. 4. To develop bouncing and catching a ball. 5. To develop dribbling a ball with your feet. 6. To develop kicking a ball.  Assessment Checkpoints: ✓ To explore a range of ball skills. ✓ To negotiate space safely. ✓ To take turns with others. ✓ To make guided choices. ✓ To persevere with support when trying new challenges. ✓ To play ball games guided by the rules with support.	
<b><u>Reception</u></b>	<b>Introduction to P.E Unit 2.</b> Components: 1. To move around safely in a space. 2. To follow instructions and stop safely. 3. To stop safely and develop control when using equipment. 4. To follow instructions and play safely as a group. 5. To follow a path and take turns. 6. To work cooperatively with a partner.  Assessment Checkpoints: ✓ To make independent choices. ✓ To negotiate space safely with	<b>Fundamentals Unit 2.</b> Components: 1. To develop balancing. 2. To develop running and stopping. 3. To develop changing direction. 4. To develop jumping. 5. To develop hopping. 6. To explore different ways to travel using equipment.  Assessment Checkpoints: ✓ To try new challenges confidently. ✓ To negotiate space safely with	<b>Ball Skills Unit 2.</b> Components: 1. To develop rolling and tracking a ball. 2. To develop accuracy when throwing to a target. 3. To develop dribbling with hands. 4. To develop throwing and catching with a partner. 5. To develop dribbling a ball with your feet. 6. To develop kicking a ball to a target.  Assessment Checkpoints: ✓ To negotiate space safely with consideration for myself and others.	<b>Gymnastics Unit 1.</b> Components: 1. To copy and create shapes with your body. 2. To create shapes on apparatus. 3. To develop balancing and taking weight on different body parts. 4. To develop jumping and landing safely. 5. To develop rocking and rolling. 6. To copy and create short sequences by linking actions together.  Assessment Checkpoints: ✓ To confidently try new challenges. ✓ To combine movements, selecting	<b>Games Unit 1.</b> Components: 1. To work safely and develop running and stopping. 2. To develop throwing and learn how to keep score. 3. To play games showing an understanding of the different roles. 4. To follow instructions and move safely when playing tagging games. 5. To work cooperatively and take turns. 6. To work with others to play team games.  Assessment Checkpoints: ✓ To negotiate space safely with	<b>Dance Unit 1.</b> Components: 1. To explore different body parts and how they move. 2. To remember and repeat actions. 3. To express and communicate ideas through movement exploring direction and levels. 4. To create movements and adapt and perform simple dance patterns. 5. To copy and repeat actions showing confidence and imagination. 6. To move with control and coordination,

	<p>consideration for myself and others.</p> <ul style="list-style-type: none"> <li>✓ To follow instructions involving several ideas or actions.</li> <li>✓ To play co-operatively and take turns with others.</li> <li>✓ To use movement skills with developing balance and co-ordination.</li> </ul>	<p>consideration for myself and others.</p> <ul style="list-style-type: none"> <li>✓ To follow instructions involving several ideas or actions.</li> <li>✓ To play co-operatively, take turns and congratulate others.</li> <li>✓ To play games honestly with consideration of the rules.</li> <li>✓ To use movement skills with developing balance and co-ordination.</li> </ul>	<ul style="list-style-type: none"> <li>✓ To follow instructions involving several ideas or actions.</li> <li>✓ To persevere when trying new challenges.</li> <li>✓ To play ball games with consideration of the rules.</li> <li>✓ To play cooperatively and take turns with others.</li> <li>✓ To use ball skills with developing competence and accuracy.</li> </ul>	<p>actions in response to task and apparatus.</p> <ul style="list-style-type: none"> <li>✓ To use a range of apparatus.</li> <li>✓ To use movement skills with developing strength, balance and co-ordination.</li> <li>✓ To work cooperatively with others and take turns.</li> </ul>	<p>consideration for myself and others.</p> <ul style="list-style-type: none"> <li>✓ To follow instructions involving several ideas or actions.</li> <li>✓ To play co-operatively and take turns and encourage others.</li> <li>✓ To play games honestly with consideration of the rules.</li> <li>✓ To show an understanding of my feelings and regulate my behaviour.</li> <li>✓ To use ball skills with developing competence and accuracy.</li> <li>✓ To use movement skills when developing balance and coordination.</li> </ul>	<p>linking, copying and repeating actions.</p> <p>Assessment Checkpoints:</p> <ul style="list-style-type: none"> <li>✓ To try new challenges and perform in front of others.</li> <li>✓ To combine movements fluently, selecting actions in response to the task.</li> <li>✓ To follow instructions involving several ideas or actions.</li> <li>✓ To negotiate space safely with consideration for myself and others.</li> <li>✓ To show respect towards others when providing feedback.</li> <li>✓ To use movement skills when developing balance and coordination.</li> </ul>
<b><u>Year 1</u></b>	<p><b>Team Building.</b></p> <p>Components:</p> <ol style="list-style-type: none"> <li>1. To cooperate with a partner to complete challenges.</li> <li>2. To explore and develop working as a team.</li> <li>3. To develop talking, listening and sharing skills.</li> <li>4. To use speaking and listening skills to lead a partner.</li> <li>5. To plan with a partner and small group to lead challenges.</li> <li>6. To use talking, listening and sharing skills to complete challenges.</li> </ol> <p>Assessment Checkpoints:</p>	<p><b>Sending and Receiving</b></p> <p>Components:</p> <ol style="list-style-type: none"> <li>1. To develop rolling and throwing a ball towards a target.</li> <li>2. To develop receiving a rolling ball and tracking skills.</li> <li>3. To be able to send and receive a ball with your feet.</li> <li>4. To develop throwing and catching skills over a short distance.</li> <li>5. To develop throwing and catching skills over a longer distance.</li> <li>6. To apply sending and receiving to small games.</li> </ol> <p>Assessment Checkpoints:</p>	<p><b>Gymnastics</b></p> <p>Components:</p> <ol style="list-style-type: none"> <li>1. To explore travelling movements.</li> <li>2. To develop and combine travelling movements.</li> <li>3. To develop quality when linking shapes.</li> <li>4. To develop stability and control when performing balances.</li> <li>5. To develop technique and control when performing shape jumps.</li> <li>6. To develop technique in the barrel, shape and forward roll.</li> <li>7. To develop rolls and use them in a sequence.</li> <li>8. To link gymnastics actions to create a sequence.</li> </ol>	<p><b>Invasion Games</b></p> <p>Components:</p> <ol style="list-style-type: none"> <li>1. To understand the role of defenders and attackers.</li> <li>2. To recognise who to pass to and why.</li> <li>3. To move towards a goal with a ball.</li> <li>4. To support a teammate when playing in attack.</li> <li>5. To move into a space showing an awareness of defenders.</li> <li>6. To stay with a player when defending.</li> </ol> <p>Assessment Checkpoints:</p> <ul style="list-style-type: none"> <li>✓ To begin to dribble a ball with hands and feet.</li> </ul>	<p><b>Athletics</b></p> <p>Components:</p> <ol style="list-style-type: none"> <li>1. To move at different speeds over varying distances.</li> <li>2. To develop balance.</li> <li>3. To develop changing direction quickly.</li> <li>4. To explore hopping, jumping and leaping for distance.</li> <li>5. To develop throwing for distance.</li> <li>6. To develop throwing for accuracy.</li> </ol> <p>Assessment Checkpoints:</p> <ul style="list-style-type: none"> <li>✓ To throw towards a target.</li> <li>✓ To show balance and coordination when changing direction.</li> </ul>	<p><b>Striking and Fielding Games</b></p> <p>Components:</p> <ol style="list-style-type: none"> <li>1. To develop underarm throwing and catching.</li> <li>2. To develop overarm throwing.</li> <li>3. To develop hitting a ball.</li> <li>4. To develop collecting a ball.</li> <li>5. To learn how to get a batter out.</li> <li>6. To play games and understand how to score points.</li> </ol> <p>Assessment Checkpoints:</p> <ul style="list-style-type: none"> <li>✓ To catch a beanbag and a medium sized ball.</li> <li>✓ To hit a ball using your hand.</li> </ul>

	<ul style="list-style-type: none"> <li>✓ To communicate simple instructions.</li> <li>✓ To follow instructions.</li> <li>✓ To follow a path and lead others.</li> <li>✓ To listen to others' ideas.</li> <li>✓ To suggest ideas to solve tasks.</li> <li>✓ To work with a partner and a small group.</li> <li>✓ To understand the rules of a game.</li> </ul>	<ul style="list-style-type: none"> <li>✓ To begin to send and receive a ball with your feet.</li> <li>✓ To catch a ball with some success.</li> <li>✓ To recognise changes in my body when I do exercise.</li> <li>✓ To roll a ball towards a target.</li> <li>✓ To throw a ball to a partner.</li> <li>✓ To track a ball that is coming towards you.</li> <li>✓ To work cooperatively with your partner.</li> </ul>	<p>Assessment Checkpoints:</p> <ul style="list-style-type: none"> <li>✓ To be confident to perform in front of others.</li> <li>✓ To link simple actions together to create a sequence.</li> <li>✓ To make my body tense, relaxed, stretched and curled.</li> <li>✓ To recognise changes in my body when I exercise.</li> <li>✓ To remember and repeat actions and shapes.</li> <li>✓ To say what I like about someone else's performance.</li> <li>✓ To use apparatus safely and wait for my turn.</li> </ul>	<ul style="list-style-type: none"> <li>✓ To change direction to move away from a defender.</li> <li>✓ To recognise space when playing games.</li> <li>✓ To send and receive a ball with hands and feet.</li> <li>✓ To use simple rules to play fairly.</li> <li>✓ To move to stay with another player when defending.</li> <li>✓ To understand when I am a defender and when I am an attacker.</li> </ul>	<ul style="list-style-type: none"> <li>✓ To develop overarm throwing.</li> <li>✓ To run at different speeds.</li> <li>✓ To understand the difference between a jump, a leap and a hop, and choose which allows me to jump the furthest.</li> </ul>	<ul style="list-style-type: none"> <li>✓ To roll a ball towards a target.</li> <li>✓ To track a ball that is coming towards you.</li> <li>✓ To know how to score points.</li> <li>✓ To understand the rules and begin to use them by playing honestly and fairly.</li> </ul>
<b><u>Year 2</u></b>	<p><b>Ball Skills</b></p> <p>Components:</p> <ol style="list-style-type: none"> <li>To develop rolling a ball to hit a target.</li> <li>To develop stopping a rolling ball.</li> <li>To develop dribbling a ball with your feet.</li> <li>To develop kicking a ball.</li> <li>To develop throwing and catching.</li> <li>To develop dribbling a ball with your hands.</li> </ol> <p>Assessment Checkpoints:</p> <ul style="list-style-type: none"> <li>✓ To begin to provide feedback using key words.</li> <li>✓ To begin to understand and use simple tactics.</li> </ul>	<p><b>Fitness</b></p> <p>Components:</p> <ol style="list-style-type: none"> <li>To learn how to run for a long time.</li> <li>To develop jumping in a long rope using timing.</li> <li>To develop coordination in individual skipping.</li> <li>To develop stamina and change of direction.</li> <li>To explore exercises to develop strength.</li> <li>To develop agility, balance and coordination.</li> </ol> <p>Assessment Checkpoints:</p> <ul style="list-style-type: none"> <li>✓ To describe how my body feels during exercise.</li> <li>✓ To show hopping and jumping movements with some balance and control.</li> </ul>	<p><b>Dance (Rainforest Theme)</b></p> <p>Components:</p> <ol style="list-style-type: none"> <li>To remember, repeat and link actions to tell the story of your dance.</li> <li>To develop an understanding of dynamics and how they show an idea.</li> <li>Use counts of 8 to help you stay in time with the music.</li> <li>To copy, remember and repeat actions in response to a stimulus.</li> <li>To copy, create and explore actions considering dynamics.</li> <li>To create a short dance phrase with a partner showing changes of speed.</li> </ol>	<p><b>Gymnastics</b></p> <p>Components:</p> <ol style="list-style-type: none"> <li>To perform gymnastics shapes with control and link them together.</li> <li>To use shapes to create balances.</li> <li>To link travelling actions and balances using apparatus.</li> <li>To demonstrate different shapes, take off and landing when performing jumps.</li> <li>To develop rolling and sequence building.</li> <li>To create a gymnastics sequence.</li> </ol> <p>Assessment Checkpoints:</p> <ul style="list-style-type: none"> <li>✓ To provide feedback using key words.</li> <li>✓ To be proud of my work and confident to</li> </ul>	<p><b>Athletics</b></p> <p>Components:</p> <ol style="list-style-type: none"> <li>To develop the sprinting action.</li> <li>To develop jumping for distance.</li> <li>To develop jumping for height.</li> <li>To develop throwing for distance.</li> <li>To develop throwing for accuracy.</li> <li>To select and apply knowledge and technique in an athletics carousel.</li> </ol> <p>Assessment Checkpoints:</p> <ul style="list-style-type: none"> <li>✓ To describe how my body feels during exercise.</li> <li>✓ To identify good technique.</li> </ul>	<p><b>Striking and Fielding</b></p> <p>Components:</p> <ol style="list-style-type: none"> <li>To track a rolling ball and collect it.</li> <li>To develop underarm throwing and catching to field a ball.</li> <li>To develop overarm throwing to limit a batter's score.</li> <li>To develop hitting for distance to score more points.</li> <li>To be able to get a batter out.</li> <li>To understand the rules of a game and use these to play fairly.</li> </ol> <p>Assessment Checkpoints:</p> <ul style="list-style-type: none"> <li>✓ To develop underarm and overarm throwing skills.</li> </ul>

	<ul style="list-style-type: none"> <li>✓ To dribble a ball with hands and feet with some control.</li> <li>✓ To roll and throw a ball to hit a target.</li> <li>✓ To send and receive a ball using both kicking and throwing and catching skills.</li> <li>✓ To track a ball and collect it.</li> <li>✓ To work cooperatively with a partner and a small group.</li> </ul>	<ul style="list-style-type: none"> <li>✓ To persevere with new challenges.</li> <li>✓ To show determination to continue working over a longer period of time.</li> <li>✓ To understand that running at a slower speed will help us run for a longer time.</li> <li>✓ To work with others to turn a rope and encourage others to jump at the right time.</li> </ul>	<p>Assessment Checkpoints:</p> <ul style="list-style-type: none"> <li>✓ To remember, repeat and create dance phrases.</li> <li>✓ To show a character and idea through actions and dynamics you choose.</li> <li>✓ To use counts to stay in time with the music.</li> <li>✓ To work with a partner using mirroring and unison in our actions.</li> <li>✓ To show confidence when performing.</li> </ul>	<p>perform in front of others.</p> <ul style="list-style-type: none"> <li>✓ To perform basic gymnastics actions with some control and balance.</li> <li>✓ To plan and repeat simple sequences of actions.</li> <li>✓ To use directions and levels to make my work look interesting.</li> <li>✓ To use shapes when performing other skills.</li> <li>✓ To work safely with others and apparatus.</li> </ul>	<ul style="list-style-type: none"> <li>✓ To jump and land with control.</li> <li>✓ To use an overarm throw to help me throw for distance.</li> <li>✓ To work with others, turn take and share ideas.</li> <li>✓ To try my best.</li> </ul>	<ul style="list-style-type: none"> <li>✓ To hit a ball using equipment with some consistency.</li> <li>✓ To track a ball and collect it.</li> <li>✓ To use simple tactics.</li> <li>✓ To know how to score points and to remember the score.</li> <li>✓ To understand the rules of a game and use these to play fairly.</li> </ul>
<b><u>Year 3</u></b>	<p><b>Fundamentals 3 / 4</b></p> <p>Components:</p> <ol style="list-style-type: none"> <li>To develop balance and apply it to other fundamental movement skills.</li> <li>To understand how the body moves differently at different speeds.</li> <li>To develop technique when changing speed.</li> <li>To develop agility using a change of speed and direction.</li> <li>To develop technique and control using jumping, hopping and landing.</li> <li>To apply fundamental skills to a variety of games.</li> </ol> <p>Assessment Checkpoints:</p> <ul style="list-style-type: none"> <li>✓ To jump and turn a skipping rope.</li> <li>✓ To change direction quickly.</li> <li>✓ To identify when you are successful.</li> </ul>	<p><b>Football</b></p> <p>Components:</p> <ol style="list-style-type: none"> <li>To understand the role of an attacker when in possession.</li> <li>To develop movement skills to lose a defender and move into a space.</li> <li>To understand that scoring goals are an attacking skill and learn how to do this.</li> <li>To understand the role of a defender.</li> <li>To apply tactics to small, sided games.</li> <li>To apply skills and knowledge to play games using football rules.</li> </ol> <p>Assessment Checkpoints:</p> <ul style="list-style-type: none"> <li>✓ To begin to use simple tactics.</li> <li>✓ To learn the rules of the game and begin to use them to play honestly and fairly.</li> <li>✓ To dribble, pass, receive and shoot the</li> </ul>	<p><b>Gymnastics</b></p> <p>Components:</p> <ol style="list-style-type: none"> <li>To create interesting point and patch balances on the floor and apparatus.</li> <li>To develop stepping into shape jumps with some control on the floor and using apparatus.</li> <li>To develop straight, barrel and forward roll and use these in a sequence.</li> <li>To transition smoothly in and out of balances on the floor and using apparatus.</li> <li>To create a sequence with matching and contrasting actions and shapes on the floor.</li> <li>To create a sequence with matching and contrasting actions and shapes using apparatus.</li> </ol> <p>Assessment Checkpoints:</p>	<p><b>Netball</b></p> <p>Components:</p> <ol style="list-style-type: none"> <li>To understand the role of an attacker when in possession.</li> <li>To develop movement skills to lose a defender.</li> <li>To understand that scoring goals in an attacking skill and to learn how to do this.</li> <li>To understand the role of a defender.</li> <li>To remember that intercepting is a defending skill and explore ways to do this.</li> <li>To apply skills and knowledge to play games using netball rules.</li> </ol> <p>Assessment Checkpoints:</p> <ul style="list-style-type: none"> <li>✓ To begin to use simple tactics.</li> <li>✓ To learn the rules of the game and begin to use them to play honestly and fairly.</li> <li>✓ To communicate with your team and move</li> </ul>	<p><b>Athletics</b></p> <p>Components:</p> <ol style="list-style-type: none"> <li>To develop the sprinting technique and improve on your personal best.</li> <li>To develop changeover technique in relay events.</li> <li>To develop jumping technique in a range of approaches and take off positions.</li> <li>To develop throwing for distance and accuracy.</li> <li>To develop throwing for distance in a pull throw.</li> <li>To develop officiating and performing skills.</li> </ol> <p>Assessment Checkpoints:</p> <ul style="list-style-type: none"> <li>✓ To develop jumping for distance.</li> <li>✓ To take part in a relay activity remembering when to run and what to do.</li> <li>✓ To throw a variety of objects, changing actions for accuracy and distance.</li> </ul>	<p><b>Tennis</b></p> <p>Components:</p> <ol style="list-style-type: none"> <li>To develop racket and ball control.</li> <li>To explore rallying using a forehand.</li> <li>To explore returning the ball using a forehand.</li> <li>To explore returning the ball using a backhand.</li> <li>To learn how to score and use simple rules.</li> <li>To work cooperatively with others and manage a game.</li> </ol> <p>Assessment Checkpoints:</p> <ul style="list-style-type: none"> <li>✓ To learn the rules of the game and begin to use them to play fairly.</li> <li>✓ To return a ball to a partner.</li> <li>✓ To use basic racket skills.</li> <li>✓ To understand the aim of the game.</li> <li>✓ To understand the benefits of exercise.</li> </ul>



	<ul style="list-style-type: none"> <li>✓ To link hopping and jumping actions.</li> <li>✓ To demonstrate balance when performing other fundamental skills.</li> <li>✓ To understand why the body moves differently at different speeds.</li> <li>✓ To understand why it is important to warm up.</li> </ul>	<ul style="list-style-type: none"> <li>✓ To find a space away from others and near to a goal.</li> <li>✓ To provide feedback using key words.</li> <li>✓ To track an opponent to slow them down.</li> <li>✓ To understand the role of an attacker and a defender.</li> <li>✓ To work cooperatively to self-manage a game.</li> </ul>	<ul style="list-style-type: none"> <li>✓ To adapt sequences to suit different types of apparatus.</li> <li>✓ To choose actions that flow well into one another.</li> <li>✓ To complete actions with increasing balance and control.</li> <li>✓ To use matching and contrasting actions in a sequence.</li> <li>✓ To use a greater number of own ideas in response to a task.</li> </ul>	<ul style="list-style-type: none"> <li>into a space to support them.</li> <li>✓ To defend an opponent and try to win the ball.</li> <li>✓ To pass, receive and shoot the ball with some control.</li> <li>✓ To understand the role of an attacker and defender.</li> <li>✓ To work cooperatively to self-manage a game.</li> </ul>	<ul style="list-style-type: none"> <li>✓ To use different take offs and landings when jumping.</li> <li>✓ To use key points to improve sprinting technique.</li> <li>✓ To show determination.</li> </ul>	<ul style="list-style-type: none"> <li>✓ To self-manage games.</li> </ul>
	<p><b>Yoga</b></p> <p>Components:</p> <ol style="list-style-type: none"> <li>1. To explore poses that challenge my balance.</li> <li>2. To create a flow using poses that challenge my balance.</li> <li>3. To explore poses that challenge my flexibility.</li> <li>4. To explore poses that challenge my strength.</li> <li>5. To create a flow using poses that challenge my strength.</li> </ol> <p>Assessment Checkpoints:</p> <ul style="list-style-type: none"> <li>✓ To copy and link yoga poses together to create a short flow.</li> <li>✓ To describe how yoga makes me feel.</li> <li>✓ To move from one pose to another considering my breath.</li> <li>✓ To work with others to create a flow including a number of poses.</li> <li>✓ To show some stability when holding my yoga poses.</li> </ul>	<p><b>Fitness</b></p> <p>Components:</p> <ol style="list-style-type: none"> <li>1. To understand how balance helps us in everyday life.</li> <li>2. To understand how coordination helps us in everyday life.</li> <li>3. To understand how strength helps us in everyday life.</li> <li>4. To understand how agility helps us in everyday life.</li> <li>5. To understand how stamina helps us in everyday life.</li> </ol> <p>Assessment Checkpoints:</p> <ul style="list-style-type: none"> <li>✓ To go slower or stop when tired and then go again.</li> <li>✓ To lean forward to speed up.</li> <li>✓ To persevere when a challenge is hard.</li> <li>✓ To take small steps to change direction.</li> <li>✓ To demonstrate balance when performing other fundamental skills.</li> </ul>	<p><b>Tag Rugby</b></p> <p>Components:</p> <ol style="list-style-type: none"> <li>1. To learn the correct techniques for handling a rugby ball.</li> <li>2. To develop throwing, catching and running with the ball.</li> <li>3. To learn how to defend by taking an attacker's tag.</li> <li>4. To develop an understanding of defending as a team.</li> <li>5. To explore attacking skills to get closer to the try line.</li> <li>6. To apply rules to a small, sided game.</li> </ol> <p>Assessment Checkpoints:</p> <ul style="list-style-type: none"> <li>✓ To learn the rules of the game and begin to use them to play honestly.</li> <li>✓ To communicate with your team and move into a space to help them.</li> <li>✓ To defend an opponent and attempt to tag them.</li> </ul>	<p><b>Swimming</b></p> <p>Components:</p> <ol style="list-style-type: none"> <li>1. To develop an understanding of buoyancy and balance in the water.</li> <li>2. To develop independent movement and submersion.</li> <li>3. To develop gliding and crawl legs.</li> <li>4. To develop front crawl breathing.</li> <li>5. To develop gliding and backstroke.</li> <li>6. To develop rotation, sculling and treading water.</li> <li>7. To develop surface dives, submersion and handstands.</li> <li>8. To develop head above water breaststroke technique.</li> <li>9. To develop basic skills in water safety.</li> <li>10. To learn techniques for personal survival.</li> </ol> <p>Assessment Checkpoints:</p>	<p><b>Dodgeball</b></p> <p>Components:</p> <ol style="list-style-type: none"> <li>1. To develop throwing towards a moving target.</li> <li>2. To develop throwing to players to get out.</li> <li>3. To identify and develop the skills needed to avoid being hit.</li> <li>4. To develop and apply dodging skills within a game.</li> <li>5. To develop catching skills.</li> <li>6. To develop catching skills and be confident to attempt this during a game.</li> </ol> <p>Assessment Checkpoints:</p> <ul style="list-style-type: none"> <li>✓ To learn the rules of a game and begin to use them to play fairly.</li> <li>✓ To throw with some accuracy and begin to catch with some consistency.</li> <li>✓ To understand the aim of the game.</li> </ul>	<p><b>Rounders</b></p> <p>Components:</p> <ol style="list-style-type: none"> <li>1. To learn how to score points in a striking and fielding game.</li> <li>2. To develop batting to score points.</li> <li>3. To develop fielding skills to limit the batter's score.</li> <li>4. To understand the role of a bowler in a fielding team.</li> <li>5. To develop an understanding of tactics and use them in a game situation.</li> <li>6. To apply skills and knowledge to play games using rounders rules.</li> </ol> <p>Assessment Checkpoints:</p> <ul style="list-style-type: none"> <li>✓ To bowl a ball towards a target.</li> <li>✓ To begin to strike a bowled ball.</li> <li>✓ To learn the rules of the game and begin to use them.</li> </ul>

			<ul style="list-style-type: none"> <li>✓ To move with a ball towards a goal with increasing control.</li> <li>✓ To understand the role of an attacker and defender.</li> </ul>	<ul style="list-style-type: none"> <li>✓ To swim confidently, competently and proficiently over a distance of 25 metres. To use a range of strokes effectively, such as front crawl, backstroke and breaststroke.</li> <li>✓ To perform safe self-rescue in water-based situations.</li> </ul>	<ul style="list-style-type: none"> <li>✓ To work cooperatively and self-manage a game.</li> </ul>	<ul style="list-style-type: none"> <li>✓ To use underarm and overarm throwing and catching skills.</li> </ul>
<b><u>Year 4</u></b>	<p><b>Tennis</b></p> <p>Components:</p> <ol style="list-style-type: none"> <li>To develop racket and ball control.</li> <li>To develop returning the ball using a forehand and understand when to use it.</li> <li>To develop backhand and understand when to use it.</li> <li>To keep a continuous rally going showing increased technique.</li> <li>To use and apply rules and simple tactics.</li> <li>To understand rules and manage a game.</li> </ol> <p>Assessment Checkpoints:</p> <ul style="list-style-type: none"> <li>✓ To communicate with teammates and apply simple tactics.</li> <li>✓ To explain what happens to the body when you exercise and how this helps to make you healthy.</li> <li>✓ To provide feedback using key terminology and understand what you need to improve.</li> </ul>	<p><b>Dance (The Spy)</b></p> <p>Components:</p> <ol style="list-style-type: none"> <li>To copy and create actions in response to an idea and be able to adapt this using changes of space.</li> <li>To choose actions which relate to a theme.</li> <li>To develop a dance using matching and mirroring.</li> <li>To practice the dance developing consistency and control.</li> <li>To confidently perform a dance.</li> </ol> <p>Assessment Checkpoints:</p> <ul style="list-style-type: none"> <li>✓ To choose actions and dynamics to convey a character or idea.</li> <li>✓ To copy and remember set choreography.</li> <li>✓ To respond imaginatively to a range of stimuli relating to a character and narrative.</li> <li>✓ To use changes in timing and spacing to develop a dance.</li> </ul>	<p><b>OAA</b></p> <p>Components:</p> <ol style="list-style-type: none"> <li>To develop cooperation and teamwork skills.</li> <li>To orientate a map and navigate around a grid.</li> <li>To develop observational skills, listening to others and following instructions.</li> <li>To develop trust while listening to others and following instructions.</li> <li>To identify, draw and follow a simple map.</li> <li>To orientate and navigate around a map and draw a route using directions.</li> </ol> <p>Assessment Checkpoints:</p> <ul style="list-style-type: none"> <li>✓ To accurately follow and give instructions.</li> <li>✓ To confidently communicate ideas and listen to others.</li> <li>✓ To identify key symbols on a map and use a key to navigate around a grid.</li> <li>✓ To plan and apply strategies to solve problems.</li> </ul>	<p><b>Handball</b></p> <p>Components:</p> <ol style="list-style-type: none"> <li>To develop passing and moving and play within the rules of the game.</li> <li>To develop movement skills to lose a defender and find a space.</li> <li>To use space effectively to create shooting opportunities.</li> <li>To use defensive skills to intercept a pass and gain possession.</li> <li>To develop defending skills to delay an opponent or gain possession.</li> <li>To apply skills and knowledge to compete in a tournament.</li> </ol> <p>Assessment Checkpoints:</p> <ul style="list-style-type: none"> <li>✓ To self-manage a game with teammates and officiate a match using the rules.</li> <li>✓ To delay an opponent and help prevent the other team from scoring.</li> <li>✓ To move to a space to help your team keep possession and score.</li> </ul>	<p><b>Athletics</b></p> <p>Components:</p> <ol style="list-style-type: none"> <li>To develop stamina and an understanding of speed and pace in relation to distance.</li> <li>To develop power and speed in the sprinting technique.</li> <li>To develop technique for jumping for distance.</li> <li>To develop a pull throw for distance and accuracy.</li> <li>To develop officiating and performing skills.</li> </ol> <p>Assessment Checkpoints:</p> <ul style="list-style-type: none"> <li>✓ To demonstrate the difference in sprinting and jogging techniques.</li> <li>✓ To explain what happens to my body when I warm up.</li> <li>✓ To jump for distance with balance and control.</li> <li>✓ To throw with some accuracy and power to a target area.</li> <li>✓ To show determination.</li> </ul>	<p><b>Rounders</b></p> <p>Components:</p> <ol style="list-style-type: none"> <li>To develop throwing and catching with accuracy and apply these skills to a striking and fielding game.</li> <li>To develop bowling and learn the rules of the skill within this game.</li> <li>To develop batting technique and understand where to hit the ball.</li> <li>To develop fielding techniques and apply them to game situations.</li> <li>To play different roles in a game and begin to think tactically about each role.</li> <li>To apply skills to compete in a game.</li> </ol> <p>Assessment Checkpoints:</p> <ul style="list-style-type: none"> <li>✓ To bowl a ball with some accuracy and consistency.</li> <li>✓ To learn the rules of the game and use them honestly and fairly.</li> </ul>



	<ul style="list-style-type: none"> <li>✓ To return to the ready position to defend the court.</li> <li>✓ To play a continuous game.</li> <li>✓ To use a range of basic racket skills.</li> <li>✓ To understand the rules of the game and use them often and honestly.</li> </ul>	<ul style="list-style-type: none"> <li>✓ To use counts to keep in time with others and music.</li> <li>✓ To use simple movement patterns to structure dance phrases on your own, with a partner and in a group.</li> </ul>	<ul style="list-style-type: none"> <li>✓ To reflect on success at solving challenges.</li> <li>✓ To work collaboratively.</li> </ul>	<ul style="list-style-type: none"> <li>✓ To throw, catch and shoot with increasing control.</li> <li>✓ To use simple tactics to help your team gain possession.</li> <li>✓ To work collaboratively.</li> </ul>		<ul style="list-style-type: none"> <li>✓ To communicate with teammates.</li> <li>✓ To strike a bowled ball with equipment.</li> <li>✓ To use underarm and overarm throwing and catching skills with increasing accuracy.</li> <li>✓ To work collaboratively.</li> </ul>
	<b>Gymnastics</b>	<b>Tag Rugby</b>	<b>Football</b>	<b>Swimming</b>	<b>Hockey</b>	<b>Fitness</b>
	Components:	Components:	Components:	Components:	Components:	Components:
	<ol style="list-style-type: none"> <li>1. To develop individual and partner balances on the floor and with apparatus.</li> <li>2. To develop control in performing and landing rotation jumps on the floor and using apparatus.</li> <li>3. To develop straight, barrel, forward and straddle roll.</li> <li>4. To link actions that flow using the rolls that I have learnt, independently and with a partner.</li> <li>5. To develop strength in inverted movements.</li> <li>6. To create a partner sequence to include the skills you have learnt and apparatus.</li> </ol>	<ol style="list-style-type: none"> <li>1. To develop throwing, catching and running with the ball.</li> <li>2. To develop an understanding of how to defend using tagging rules.</li> <li>3. To begin to use the 'forward pass' and 'offside' rule.</li> <li>4. To develop movement skills to dodge a defender.</li> <li>5. To track an opponent and begin to defend as a team.</li> <li>6. To apply the rules and skills to a game of tag rugby.</li> </ol>	<ol style="list-style-type: none"> <li>1. To develop the attacking skill of dribbling.</li> <li>2. To develop changing direction and speed when dribbling.</li> <li>3. To develop passing and begin to recognise when to use different skills.</li> <li>4. To apply attacking skills to move towards a goal.</li> <li>5. To use defending skills to delay an opponent and gain possession.</li> <li>6. To apply skills and knowledge to compete in a tournament.</li> </ol>	<ol style="list-style-type: none"> <li>1. To develop an understanding of buoyancy and balance in the water.</li> <li>2. To develop independent movement and submersion.</li> <li>3. To develop gliding and crawl legs.</li> <li>4. To develop front crawl breathing.</li> <li>5. To develop gliding and backstroke.</li> <li>6. To develop rotation, sculling and treading water.</li> <li>7. To develop surface dives, submersion and handstands.</li> <li>8. To develop head above water breaststroke technique.</li> <li>9. To develop basic skills in water safety.</li> <li>10. To learn techniques for personal survival.</li> </ol>	<ol style="list-style-type: none"> <li>1. To develop sending and receiving the ball with accuracy and control.</li> <li>2. To develop the attacking skill of dribbling.</li> <li>3. To develop dribbling to beat a defender.</li> <li>4. To use defending skills to delay an opponent and gain possession.</li> <li>5. To apply attacking skills to move towards a goal and find space.</li> <li>6. To apply skills and knowledge to compete in a tournament.</li> </ol>	<ol style="list-style-type: none"> <li>1. To recognise different areas of fitness and explore what your body can do.</li> <li>2. To develop speed and strength.</li> <li>3. To develop coordination.</li> <li>4. To develop agility.</li> <li>5. To develop balance.</li> <li>6. To develop stamina.</li> </ol>
	Assessment Checkpoints:	Assessment Checkpoints:	Assessment Checkpoints:	Assessment Checkpoints:	Assessment Checkpoints:	Assessment Checkpoints:
	<ul style="list-style-type: none"> <li>✓ To explain what happens to my body when I exercise and how this makes me healthy.</li> <li>✓ To plan and perform sequences with a partner that include a</li> </ul>	<ul style="list-style-type: none"> <li>✓ To delay an opponent and help prevent the other team from scoring.</li> <li>✓ To help my team keep possession and score tries when I play in attack.</li> <li>✓ To pass and receive the ball with increasing control.</li> <li>✓ To provide feedback using key terminology</li> </ul>	<ul style="list-style-type: none"> <li>✓ To delay an opponent and help prevent the other team from scoring.</li> <li>✓ To dribble, pass, receive and shoot the ball with increasing control.</li> <li>✓ To move to a space to help your team keep possession and score goals.</li> </ul>	<ul style="list-style-type: none"> <li>✓ To swim confidently, competently and proficiently over a distance of 25 metres.</li> </ul>	<ul style="list-style-type: none"> <li>✓ To delay an opponent and help prevent the other team from scoring.</li> <li>✓ To dribble, pass, receive and shoot the ball with increasing control.</li> <li>✓ To move to a space to help the team keep possession and score.</li> <li>✓ To use simple tactics to help the team score and gain possession.</li> </ul>	<ul style="list-style-type: none"> <li>✓ To collect and record your scores and identify areas you need to improve.</li> <li>✓ To use key points to improve your sprinting technique.</li> <li>✓ To share ideas and work with others to manage activities.</li> <li>✓ To show balance when changing direction at speed.</li> <li>✓ To show control when completing activities to improve balance.</li> <li>✓ To understand there are different areas of fitness and each area challenges my body.</li> </ul>

	<p>change of level and shape.</p> <ul style="list-style-type: none"> <li>✓ To provide feedback using appropriate language related to the lesson.</li> <li>✓ To safely perform balances individually and with a partner.</li> <li>✓ To suggest possible improvements to others' performance and your own.</li> <li>✓ To understand how body tension can improve the control and quality of movements.</li> </ul>	<p>and understand what I need to improve.</p> <ul style="list-style-type: none"> <li>✓ To use simple tactics to help my team score or gain possession.</li> </ul>	<ul style="list-style-type: none"> <li>✓ To provide feedback and understand what you need to improve.</li> <li>✓ To use simple tactics to help the team score and gain possession.</li> <li>✓ To understand the rules of the game and use them honestly.</li> </ul>	<ul style="list-style-type: none"> <li>✓ To use a range of strokes effectively.</li> <li>✓ To perform safe self-rescue in water-based situation.</li> </ul>	<ul style="list-style-type: none"> <li>✓ To understand the rules of the game and use them honestly.</li> </ul>	
<b><u>Year 5</u></b>	<p><b>Basketball</b></p> <p>Components:</p> <ol style="list-style-type: none"> <li>1. To develop ways to move the ball and apply them to different situations.</li> <li>2. To develop movement skills to lose a defender in different situations.</li> <li>3. To communicate with my team, move into a space and take the ball towards the goal.</li> <li>4. To defend an opponent and know when to try to intercept.</li> <li>5. To develop shooting and know when to pass, dribble or shoot.</li> <li>6. To apply skills and tactics to a game situation.</li> </ol> <p>Assessment Checkpoints:</p> <ul style="list-style-type: none"> <li>✓ To communicate with my team and move into a space to keep possession or score.</li> </ul>	<p><b>OAA</b></p> <p>Components:</p> <ol style="list-style-type: none"> <li>1. To develop communication and negotiation skills.</li> <li>2. To develop strong communication skills to solve challenges.</li> <li>3. To develop planning and problem-solving skills.</li> <li>4. To share ideas and work as a team to solve problems.</li> <li>5. To develop navigation skills and map reading.</li> <li>6. To create and follow a key and route on a map.</li> </ol> <p>Assessment Checkpoints:</p> <ul style="list-style-type: none"> <li>✓ To be inclusive of others and share job roles.</li> <li>✓ To navigate around a course using a map.</li> <li>✓ To orientate a map confidently.</li> </ul>	<p><b>Dance (Rock N Roll)</b></p> <p>Components:</p> <ol style="list-style-type: none"> <li>1. To copy and repeat movements in the style of Rock N Roll.</li> <li>2. To work with a partner to copy and repeat actions in time with the music.</li> <li>3. To work collaboratively with a group to choreograph a dance in the style of Rock N Roll.</li> <li>4. To practice and improve our dance.</li> <li>5. To perform the dance.</li> </ol> <p>Assessment Checkpoints:</p> <ul style="list-style-type: none"> <li>✓ To accurately copy and repeat set choreography.</li> <li>✓ To choreograph phrases individually and with others considering actions and dynamics.</li> <li>✓ To perform a dance.</li> </ul>	<p><b>Hockey</b></p> <p>Components:</p> <ol style="list-style-type: none"> <li>1. To use attacking skills to beat a defender.</li> <li>2. To send and receive under pressure.</li> <li>3. To communicate, move into a space and take the ball towards a goal.</li> <li>4. To learn defensive techniques to gain possession.</li> <li>5. To use defending tactics to gain possession.</li> <li>6. To apply rules to a tournament.</li> </ol> <p>Assessment Checkpoints:</p> <ul style="list-style-type: none"> <li>✓ To communicate with my team and move into a space to keep possession or score.</li> <li>✓ To dribble, pass, receive and shoot with some control under pressure.</li> <li>✓ To use tracking, tackling and</li> </ul>	<p><b>Athletics</b></p> <p>Components:</p> <ol style="list-style-type: none"> <li>1. To understand pace and apply different speeds over varying distances.</li> <li>2. To develop fluency and coordination when running for speed.</li> <li>3. To develop techniques in relay changeovers.</li> <li>4. To build momentum and power in the triple jump.</li> <li>5. To develop throwing with force over longer distances.</li> <li>6. To develop throwing with greater control and technique.</li> </ol> <p>Assessment Checkpoints:</p> <ul style="list-style-type: none"> <li>✓ To choose the best pace for a running event.</li> <li>✓ To identify good athletic performance and explain why it is good.</li> </ul>	<p><b>Cricket</b></p> <p>Components:</p> <ol style="list-style-type: none"> <li>1. To develop throwing and catching skills and apply them relevantly to the situation.</li> <li>2. To develop bowling accuracy and perform the skill within the rules of the game.</li> <li>3. To develop batting skills, identify when you are successful and what you need to improve.</li> <li>4. To develop fielding techniques and begin to use them under pressure.</li> <li>5. To understand the need for tactics and identify when to use them.</li> <li>6. To apply skills and knowledge to compete in a tournament.</li> </ol> <p>Assessment Checkpoints:</p>

	<ul style="list-style-type: none"> <li>✓ To dribble, pass, receive and shoot with some control under pressure.</li> <li>✓ To track and intercept when playing in defence.</li> <li>✓ To understand the need for tactics and identify when to use them.</li> <li>✓ To understand the rules of the game and apply them.</li> </ul>	<ul style="list-style-type: none"> <li>✓ To alter your methods in order to improve.</li> <li>✓ To use critical thinking to approach a task.</li> <li>✓ To work effectively with a partner or group.</li> </ul>	<ul style="list-style-type: none"> <li>✓ To use counts when choreographing to stay in time with others and the music.</li> </ul>	<p>intercepting when playing in defence.</p> <ul style="list-style-type: none"> <li>✓ To understand the need for tactics and identify when to use them.</li> <li>✓ To understand the rules of the game and apply them.</li> </ul>	<ul style="list-style-type: none"> <li>✓ To perform a range of jumps showing some technique.</li> <li>✓ To show control at take-off and landing in jumping activities.</li> <li>✓ To improve sprinting technique.</li> </ul>	<ul style="list-style-type: none"> <li>✓ To develop a wider range of fielding skills and use them under pressure.</li> <li>✓ To strike a bowled ball with increasing consistency.</li> <li>✓ To work cooperatively with others to manage a game.</li> <li>✓ To understand the need for tactics and identify when to use them in different situation.</li> <li>✓ To begin to understand there are different skills for different situations.</li> </ul>
	<p><b>Gymnastics</b></p> <p>Components:</p> <ol style="list-style-type: none"> <li>1. To perform symmetrical and asymmetrical balances on the floor and apparatus.</li> <li>2. To develop straight, forward, backward and straddle roll in a sequence.</li> <li>3. To explore different travelling actions using cannon and synchronisation.</li> <li>4. To perform progressions of inverted movements.</li> <li>5. To explore matching and mirroring in sequence work.</li> <li>6. To create a sequence with my partner using apparatus.</li> </ol> <p>Assessment Checkpoints:</p> <ul style="list-style-type: none"> <li>✓ To create and perform sequences individually and with</li> </ul>	<p><b>Football</b></p> <p>Components:</p> <ol style="list-style-type: none"> <li>1. To develop ways to move the ball and apply them to different situations.</li> <li>2. To send and receive under pressure.</li> <li>3. To communicate with the team, move into a space and take the ball towards a goal.</li> <li>4. To use defensive techniques to win possession.</li> <li>5. To apply defending tactics to a team.</li> <li>6. To apply tactics to a game.</li> </ol> <p>Assessment Checkpoints:</p> <ul style="list-style-type: none"> <li>✓ To communicate with my team and move into a space to keep possession or score.</li> <li>✓ To dribble, pass, receive and shoot</li> </ul>	<p><b>Badminton</b></p> <p>Components:</p> <ol style="list-style-type: none"> <li>1. To use the serve with consideration of attacking principles.</li> <li>2. To explore an underarm return with consideration of attacking principles.</li> <li>3. To explore the overhead forehand with consideration of attacking principles.</li> <li>4. To select and apply tactics to play competitively.</li> <li>5. To apply rules to a tournament.</li> </ol> <p>Assessment Checkpoints:</p> <ul style="list-style-type: none"> <li>✓ To develop a wider range of skills and use these under pressure.</li> <li>✓ To identify when you are successful and how you can improve.</li> <li>✓ To understand the need for tactics and</li> </ul>	<p><b>Swimming</b></p> <p>Components:</p> <ol style="list-style-type: none"> <li>1. To develop gliding, front crawl and backstroke.</li> <li>2. To develop rotation, sculling and treading water.</li> <li>3. To develop the front crawl stroke and breathing technique.</li> <li>4. To develop technique for backstroke arms and legs.</li> <li>5. To develop breaststroke and breathing technique.</li> <li>6. To develop basic water skills of water safety and floating.</li> <li>7. To develop the dolphin kick.</li> <li>8. To learn techniques for personal survival.</li> <li>9. To develop water safety skills and an understanding of personal survival.</li> </ol>	<p><b>Tag Rugby</b></p> <p>Components:</p> <ol style="list-style-type: none"> <li>1. To apply throwing and catching skills to a game situation.</li> <li>2. To understand when to pass and when to run with a ball.</li> <li>3. To use a backwards pass effectively when attacking.</li> <li>4. To work as a team to stop the opposition from scoring applying the 'Off-side' rule.</li> <li>5. To use a dodge to create space and beat a defender.</li> <li>6. To apply rules and skills in a competitive game.</li> </ol> <p>Assessment Checkpoints:</p> <ul style="list-style-type: none"> <li>✓ To communicate with your team and move into a space to keep possession and score.</li> <li>✓ To pass and receive the ball with some</li> </ul>	<p><b>Yoga</b></p> <p>Components:</p> <ol style="list-style-type: none"> <li>1. To understand how breath can help me to hold and move from pose to pose.</li> <li>2. To identify and use balance when exploring poses and creating a flow.</li> <li>3. To identify and use flexibility when exploring poses and creating a flow.</li> <li>4. To create and refine a flow with a partner.</li> <li>5. To lead others through our flow.</li> </ol> <p>Assessment Checkpoints:</p> <ul style="list-style-type: none"> <li>✓ To confidently lead others through poses and flows.</li> <li>✓ To create a yoga flow individually and with others.</li> <li>✓ To move with control from one pose to</li> </ul>

	<ul style="list-style-type: none"> <li>✓ a partner using apparatus.</li> <li>✓ To use cannon and synchronisation, matching and mirroring when performing with a partner.</li> <li>✓ To use strength and flexibility to improve the quality of a performance.</li> </ul>	<ul style="list-style-type: none"> <li>✓ with some control under pressure.</li> <li>✓ To often make the correct decision of who to pass to and when.</li> <li>✓ To use tracking and intercepting when playing in defence.</li> <li>✓ To understand the rules of the game and apply them.</li> </ul>	<ul style="list-style-type: none"> <li>✓ use them in different situations.</li> <li>✓ To understand the rules of the game and use them honestly.</li> </ul>	<p>10. To identify fastest strokes and personal best.</p> <p>Assessment Checkpoints:</p> <ul style="list-style-type: none"> <li>✓ To swim confidently, competently and proficiently over a distance of 25 metres.</li> <li>✓ To use a range of strokes effectively.</li> <li>✓ To perform safe self-rescue in water-based situation.</li> </ul>	<ul style="list-style-type: none"> <li>✓ control under pressure.</li> <li>✓ To tag opponents and close space.</li> <li>✓ To know what position you are playing in and how to contribute when attacking and defending.</li> <li>✓ To understand the need for tactics and identify when to use them in different situations.</li> <li>✓ To understand that there are different rules for different situations and begin to apply this.</li> </ul>	<ul style="list-style-type: none"> <li>✓ another demonstrating good balance.</li> <li>✓ To use breath to move from pose to pose.</li> <li>✓ To show balance, strength and flexibility whilst holding yoga poses.</li> </ul>
<b><u>Year 6</u></b>	<p><b>Badminton</b></p> <p>Components:</p> <ol style="list-style-type: none"> <li>1. To return the shuttlecock using an underarm clear.</li> <li>2. To return the shuttlecock using an overhead clear.</li> <li>3. To use a variety of shots and keep a continuous rally going.</li> <li>4. To develop a serve and understand the rules of serving.</li> <li>5. To employ tactics to play against an opponent and with a partner.</li> <li>6. To apply rules and principles to play against an opponent.</li> </ol> <p>Assessment Checkpoints:</p> <ul style="list-style-type: none"> <li>✓ To select the appropriate action for the situation and</li> </ul>	<p><b>Fitness</b></p> <p>Components:</p> <ol style="list-style-type: none"> <li>1. To develop an awareness of what the body is able to do.</li> <li>2. To develop speed and stamina.</li> <li>3. To develop strength using your own body weight.</li> <li>4. To develop coordination.</li> <li>5. To develop agility.</li> <li>6. To develop balancing with control.</li> </ol> <p>Assessment Checkpoints:</p> <ul style="list-style-type: none"> <li>✓ To change running technique to adapt to different distances.</li> <li>✓ To collect, record and analyse scores and identify areas you have made the most improvement.</li> <li>✓ To organise, manage and record</li> </ul>	<p><b>Football</b></p> <p>Components:</p> <ol style="list-style-type: none"> <li>1. To maintain possession when dribbling.</li> <li>2. To dribble with control under pressure.</li> <li>3. To select the appropriate skill choosing when to pass and when to dribble.</li> <li>4. To move into and create space to support a teammate.</li> <li>5. To use the appropriate defensive technique for the situation.</li> <li>6. To apply rules, skills and principles to play in a tournament.</li> </ol> <p>Assessment Checkpoints:</p> <ul style="list-style-type: none"> <li>✓ To create and use space to help the team.</li> <li>✓ To dribble, pass, receive and shoot the ball with increasing</li> </ul>	<p><b>Hockey</b></p> <p>Components:</p> <ol style="list-style-type: none"> <li>1. To develop dribbling to beat a defender.</li> <li>2. To send and receive the ball with control, under pressure.</li> <li>3. To select the appropriate skill, choosing when to pass and when to dribble.</li> <li>4. To move into and create space to support a teammate.</li> <li>5. To use the appropriate defensive technique for the situation.</li> <li>6. To apply rules, skills and principles to play in a tournament.</li> </ol> <p>Assessment Checkpoints:</p> <ul style="list-style-type: none"> <li>✓ To create and use space to help the team.</li> <li>✓ To dribble, pass, receive and shoot the ball with increasing</li> </ul>	<p><b>Athletics</b></p> <p>Components:</p> <ol style="list-style-type: none"> <li>1. To develop my own and others' sprinting technique.</li> <li>2. To identify a suitable pace for the event.</li> <li>3. To develop power, control and technique for the triple jump.</li> <li>4. To develop power, control and technique when throwing for distance.</li> <li>5. To develop throwing with force and accuracy for longer distances.</li> <li>6. To work collaboratively to develop the officiating skills of measuring, timing and recording.</li> </ol> <p>Assessment Checkpoints:</p> <ul style="list-style-type: none"> <li>✓ To help others improve their</li> </ul>	<p><b>Cricket</b></p> <p>Components:</p> <ol style="list-style-type: none"> <li>1. To develop throwing and catching under pressure and apply these to striking and fielding games.</li> <li>2. To develop bowling under pressure whilst abiding to the rules of the game.</li> <li>3. To strike a bowled ball with increasing consistency.</li> <li>4. To develop fielding techniques and select the appropriate action for the situation.</li> <li>5. To understand and apply tactics in a game.</li> <li>6. To apply skills and knowledge to compete in a tournament.</li> </ol> <p>Assessment Checkpoints:</p>

	<p>make a decision quickly.</p> <ul style="list-style-type: none"> <li>✓ To use a wider range of skills with increasing control under pressure.</li> <li>✓ To use the rules of the game consistently and fairly.</li> <li>✓ To collaborate to create tactics with my team and evaluate the effectiveness of these.</li> <li>✓ To understand the rules of the game and apply them.</li> </ul>	<p>information at a station.</p> <ul style="list-style-type: none"> <li>✓ To encourage and motivate others to do their best.</li> <li>✓ To understand the different components of fitness and ways to test and develop them.</li> <li>✓ To apply maximum consistency when presented with challenges.</li> </ul>	<p>control under pressure.</p> <ul style="list-style-type: none"> <li>✓ To select the appropriate action for the situation and make this decision quickly.</li> <li>✓ To use the rules of the games consistently to play honestly and fairly.</li> <li>✓ To collaborate to create tactics with my team and evaluate the effectiveness of these.</li> </ul>	<p>control under pressure.</p> <ul style="list-style-type: none"> <li>✓ To select the appropriate action for the situation and make this decision quickly.</li> <li>✓ To use the rules of the games consistently to play honestly and fairly.</li> <li>✓ To collaborate to create tactics with my team and evaluate the effectiveness of these.</li> </ul>	<p>technique using key teaching points.</p> <ul style="list-style-type: none"> <li>✓ To identify own and others' strengths and areas for development.</li> <li>✓ To perform jumps for distance using good technique.</li> <li>✓ To select and apply the best pace for a running event.</li> <li>✓ To show accuracy and good technique for throwing for distance.</li> <li>✓ To use different strategies to persevere and achieve your best.</li> </ul>	<ul style="list-style-type: none"> <li>✓ To select the appropriate action for the situation.</li> <li>✓ To strike a bowled ball with increasing consistency and accuracy.</li> <li>✓ To use a wider range of fielding skills with increasing control under pressure.</li> <li>✓ To understand and apply some tactics in the game as a batter, bowler and fielder.</li> </ul>
	<p><b>Dodgeball</b></p> <p>Components:</p> <ol style="list-style-type: none"> <li>1. To throw under pressure and apply this to a target game.</li> <li>2. To select the appropriate dodging skills for the situation.</li> <li>3. To develop catching with increasing consistency under pressure.</li> <li>4. To develop defensive techniques and select the appropriate action for the situation.</li> <li>5. To understand and apply tactics in a game.</li> <li>6. To develop officiating skills and referee a game.</li> </ol> <p>Assessment Checkpoints:</p> <ul style="list-style-type: none"> <li>✓ To officiate and help to manage a game by refereeing.</li> </ul>	<p><b>Tennis</b></p> <p>Components:</p> <ol style="list-style-type: none"> <li>1. To develop placement of the ball using the forehand.</li> <li>2. To develop placement of the ball using a backhand groundstroke.</li> <li>3. To develop the volley and understand when to use it.</li> <li>4. To employ tactics when playing with a partner.</li> <li>5. To develop accuracy and consistency using the underarm serve.</li> <li>6. To apply rules, skills and principles to play against an opponent.</li> </ol> <p>Assessment Checkpoints:</p> <ul style="list-style-type: none"> <li>✓ To select the appropriate action for the situation and</li> </ul>	<p><b>Yoga</b></p> <p>Components:</p> <ol style="list-style-type: none"> <li>1. To develop flexibility through the sun salutation flow.</li> <li>2. To develop strength through yoga flows.</li> <li>3. To create your own flows showing quality in control, balance and technique.</li> <li>4. To develop balance through yoga flows.</li> <li>5. To work collaboratively to create a controlled paired yoga flow.</li> <li>6. To create your own yoga flow that challenges balance, technique and control.</li> </ol> <p>Assessment Checkpoints:</p> <ul style="list-style-type: none"> <li>✓ To lead others, demonstrating poses and teaching your flow.</li> </ul>	<p><b>Swimming</b></p> <p>Components:</p> <ol style="list-style-type: none"> <li>1. To develop gliding, front crawl and backstroke.</li> <li>2. To develop rotation, sculling and treading water.</li> <li>3. To develop the front crawl stroke and breathing technique.</li> <li>4. To develop technique for backstroke arms and legs.</li> <li>5. To develop breaststroke and breathing technique.</li> <li>6. To develop basic water skills of water safety and floating.</li> <li>7. To develop the dolphin kick.</li> <li>8. To learn techniques for personal survival.</li> <li>9. To develop water safety skills and an</li> </ol>	<p><b>Basketball</b></p> <p>Components:</p> <ol style="list-style-type: none"> <li>1. To dribble with control under pressure.</li> <li>2. To move into and create space to support a teammate.</li> <li>3. To choose when to pass and when to dribble.</li> <li>4. To use the appropriate defensive technique for the situation.</li> <li>5. To develop shooting technique and make decisions about when to pass, shoot and dribble.</li> <li>6. To apply principles, rules and tactics to a tournament.</li> </ol> <p>Assessment Checkpoints:</p>	<p><b>Tag Rugby</b></p> <p>Components:</p> <ol style="list-style-type: none"> <li>1. To select the appropriate skill, choosing when to run and when to pass.</li> <li>2. To move into space to support a teammate abiding by the rules.</li> <li>3. To use defending skills to gain possession.</li> <li>4. To work as a defending unit to prevent attackers from scoring.</li> <li>5. To use a variety of attacking skills to beat a defender.</li> <li>6. To apply rules, skills and tactics learnt to play in a tournament.</li> </ol> <p>Assessment Checkpoints:</p> <ul style="list-style-type: none"> <li>✓ To pass and receive the ball with increasing control under pressure.</li> </ul>

	<ul style="list-style-type: none"> <li>✓ To select the appropriate action for the situation and make the decision quickly.</li> <li>✓ To use a wider range of skills with increasing consistency under pressure.</li> <li>✓ To work collaboratively to create tactics with my team and evaluate the effectiveness of these.</li> <li>✓ To recognise my own and others' strengths and areas for improvement.</li> </ul>	<p>make the decision quickly.</p> <ul style="list-style-type: none"> <li>✓ To use a wider range of skills with increasing consistency under pressure.</li> <li>✓ To use the rules of the game consistently and fairly.</li> <li>✓ To collaborate to create tactics with my team and evaluate the effectiveness of these.</li> <li>✓ To recognise my own and others' strengths and areas for improvement.</li> </ul>	<ul style="list-style-type: none"> <li>✓ To use breath to transition from one pose to another with control.</li> <li>✓ To use yoga poses to improve strength, flexibility and balance.</li> <li>✓ To choose poses which link easily from one to another to help sequence the flow.</li> </ul>	<p>understanding of personal survival.</p> <p>10. To identify fastest strokes and personal best.</p> <p>Assessment Checkpoints:</p> <ul style="list-style-type: none"> <li>✓ To swim confidently, competently and proficiently over a distance of 25 metres.</li> <li>✓ To use a range of strokes effectively.</li> </ul> <p>To perform safe self-rescue in water-based situation.</p>	<ul style="list-style-type: none"> <li>✓ To create and use space to help the team.</li> <li>✓ To dribble, pass, receive and shoot the ball with increasing control under pressure.</li> <li>✓ To select the appropriate action for the situation and make this decision quickly.</li> <li>✓ To use the rules of the games consistently to play honestly and fairly.</li> <li>✓ To understand when to use different styles of defence in game situations.</li> </ul>	<ul style="list-style-type: none"> <li>✓ To tag opponents individually and when working as a unit.</li> <li>✓ To create and use space to help the team.</li> <li>✓ To select the appropriate action for the situation and make this decision quickly.</li> <li>✓ To use the rules of the games consistently to play honestly and fairly.</li> </ul>
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## P.E. Progression of Skills

	<u>Nursery</u>	<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<u>Gymnastics</u>	Demonstrate balance whilst stationary and on the move.	Demonstrate balance, strength, fluency of movement and coordination when using play equipment and develop core muscle strength. Make bodies tense, stretched, curled and relaxed.	Balancing means holding the body steady without wobbling or falling. Using space safely means showing awareness of other people and obstacles in the setting. Demonstrate agility, balance, control and coordination when moving or balancing, performing basic sequences that use space safely.	two or more different body shapes, performed and held in a steady position one after the other, are called a sequence of linked balances. Different body parts can support a balance. Body shapes can include a star, straight line, bridge, arch, tuck and crab. Demonstrate a sequence of linked balances, creating a variety of body shapes. Include jumps and rolls in my gymnastics sequence.	gymnastic sequence can include a number of balances or ways of travelling, performed at different speeds and levels. Different levels can be created using the body or apparatus, such as benches, climbing frames or trestles. Copy, explore and create a gymnastic sequence beginning to use flexibility, strength, technique and balance.	Fluid gymnastic routine means having smooth links between the movements, actions and balances in a sequence. Combine movements, actions and balances and equipment, individually or collaboratively, to create a fluid routine.	complex gymnastic sequence should include a range of balances and levels, with movements that involve changing speed and direction. Create increasingly complex sequences, including changes of direction, travelling and varying speeds and levels, showing good precision, stability, flexibility, technique and strength.	polished gymnastic routine has been planned and practised. It involves a range of balances and ways to travel, with an emphasis on precision, stability, smooth transitions and clear extensions. Plan and perform gymnastic sequences, using a wide range of movements and balances to create a polished routine.
<u>Running and moving</u>	Run and stop safely.	To use bigger strides when running safely around a space. To run at different speeds and stop safely. To skip, side-step, march and run in a space. To change direction when moving.	Pupils can run with developing coordination. Run at different speeds over different distances and change direction quickly.	Pupils can run with coordination and can change direction on command. Pupils can run slower over a longer period of time and develop their stamina. To develop running at a sprint.	Understand how the body moves differently at different speeds. Develop technique when changing speed. Develop agility using a change of speed and direction. Develop the sprinting technique and improve on your personal best. Develop changeover technique in relay events.	Pupils can sprint over a short distance and run at an appropriate pace over a longer distance.	Pupils choose the best pace for running. Understand pace and apply different speeds over varying distances. Develop fluency and coordination when running for speed. Develop techniques in relay changeovers.	Pupils show a range of speeds and stamina when running. Develop my own and others' sprinting technique. Identify a suitable pace for the event.
<u>Jumping</u>	Jump and land safely from two feet to two feet. Develop hopping and landing with control.	To bend our knees to jump up and down. To develop hopping.	Pupils can jump, hop, skip and leap with accuracy at an increasing height and distance.	Pupils can jump using a long rope. Pupils can jump using individual ropes with some balance and control. Make shapes when jumping to create gymnastics movements, developing take off and landing. To develop jumping for distance.	Develop technique and control using jumping, hopping and landing. Develop stepping into shape jumps with some control on the floor and using apparatus. Develop jumping technique in a range of approaches and take off positions.	Pupils can jump in a number of ways, including using a short run-up.	Pupils show control in take-off and landing when jumping. Build momentum and power in the triple jump.	Pupils choose the most appropriate technique for jumping in different situations. Develop power, control and technique for the triple jump.

<b><u>Ball Skills</u></b> (sending and receiving)	To roll a ball. To stop a rolling ball. To begin to throw a ball. To begin to bounce and catch a large, soft ball. To begin to move a ball with our feet.	To develop rolling and stopping a ball. To throw a ball to head height and catch it to your chest. To bounce a ball and catch it.	Patting involves tapping a ball with open hands. Throwing involves sending a ball through the air using the hands and arms. Kicking involves sending a ball along the ground by striking it with a foot. Stopping a ball involves using a part of the body to prevent the ball from moving. Catching involves grasping a ball in two hands after it has been thrown or kicked, pat, throw, kick, stop and catch a ball.	Pupils can throw in different ways. Pupils can throw and catch with one hand. Pupils can send and receive a ball using both kicking and throwing and catching skills. there are different ways to send an object from one place to another, such as patting, throwing, rolling and kicking. Confidently send or receive an object, such as a beanbag or ball. Track a ball in fielding and develop confidence with underarm and overarm throwing.	Different techniques are used when passing, batting, dribbling, travelling with or striking a ball and are specific to an activity or a sport, such as hockey, football or rounders. Use different techniques to pass, bat, dribble, travel with and strike a ball with some control, coordination and accuracy.	Pupils can throw and catch a ball with some control and accuracy, using different techniques. Pupils can use these skills within sports, such as handball. Pupils begin to use a rugby ball and understand the specific way of passing and catching.	Pupils use a variety of techniques to pass. Pupils are accurate when throwing for distance.	Pupils show accuracy when passing and receiving in games.
<b><u>Team Games and Invasion Games.</u></b>	To begin to play games guided by the rules with support.	Develop body strength, coordination, balance and agility and join in with or make up games that involve energetic movements, such as jumping, skipping, hopping, running and climbing. To understand different roles in team games and work cooperatively.	Rules are instructions that guide how a game should be played. Everyone playing the game must follow the rules to make it fair. Participate in simple playground games, following the rules. Lead others and suggest ideas to solve problems.	A tactic is an action, such as passing the ball to a team member who is closer to the stop zone, that helps the team to achieve something. Team members work together towards a shared goal, such as scoring points. Play simple team games, understanding the rules and developing basic tactics to score points.	Competing means trying to win or achieve something that others are also trying to achieve, such as scoring a goal. Competing effectively as a team involves listening to others, sharing personal ideas, encouraging each other and using appropriate tactics. Compete in a team game, communicating with others and using tactics.	Competitive games, such as tennis, rugby and handball, involve two players or teams playing against one another, where one player or team wins and the other loses. Competitive games require the use of different attack and defence tactics. Play a well-known or invented competitive game, communicating with others, and developing and using team tactics.	Range of rules and tactics are used in competitive games. Competitive games have rules for conduct, scoring, positioning, the number of players and equipment. Competitive games have tactics specific to the sport. Coordination is when the parts of the body work together effectively. Control is being able to direct the body to perform precise movements. Apply a variety of rules and tactics to play competitive team games with some skill, coordination and control.	Attack and defence tactics can be developed and refined in several ways, such as through practice and coaching, watching competitive games being played by others, asking questions and listening to feedback. Develop and refine strategies and tactics for attacking and defending during competitive team games.
<b><u>Applying rules of attack and defence.</u></b>	Pupils begin to use rolling and throwing in a game situation.	Pupils can follow simple game rules. Pupils are beginning to understand zones in game play.	Pupils can follow simple attack and defence game rules. Pupils begin to stay with a player when they are defending and	Pupils can follow simple attack and defence game rules. Pupils can use one tactic in a game. Pupils begin to	Pupils know the difference between attack and defence and know some positions in games.	Pupils choose some appropriate tactics to cause problems for opponents.	Pupils can plan an approach to attacking and defending and choose the most appropriate tactics in a variety of situations.	Pupils can adapt their approach to attacking and defending.

			support a player when they are attacking.	stay in a zone during game play.	Pupils can apply this to specific games, such as football and netball.			
<b><u>Athletics</u></b>		Adjust speed when running, and jump off objects and land successfully.	Running involves keeping your head up, pumping your arms and lifting your knees. Jumping involves starting in a crouch, swinging your arms behind your body, taking off on both feet and landing with bent knees. Throwing involves looking where you want the ball to go, stepping forward on one foot, pulling the ball back with the other hand and then pushing the ball forwards, letting go in front of you. Catching involves watching the ball and grasping it tightly with both hands. Practice basic running.	Techniques in running, jumping, throwing and catching can be developed and modified to improve performance. Develop and modify running, jumping, throwing and catching techniques to make outcomes more successful, with increasing balance, agility and coordination.	range of techniques can be used to throw, run and jump with increasing accuracy and competence. For example, overarm throwing is useful for throwing over long distances and can be improved using a range of techniques, such as standing sideways to the target and pulling the throwing arm back behind the head. Demonstrate a broader range of throwing, running and jumping techniques, in isolation or combination, with improving accuracy and competence.	Running long distances requires endurance (the ability to keep doing something difficult for a long time), stamina (a good level of fitness) and pacesetting (not running too fast too soon). Sprinting requires muscle power, speed and short bursts of energy. Run a range of distances, varying pace and for extended periods.	power is the amount of force a muscle creates against a resistance. It helps athletes to hit, tackle and throw. Stamina is the physical and mental ability to do something difficult for a long period of time. Power and stamina are developed over time by carrying out regular exercise, which strengthens muscles, increases fitness and can improve skills and techniques. Understand how power and stamina are developed and how this improves performance.	Control, speed, strength and stamina are skills that can be developed over time through practice and training. By working on these skills, performance in running, jumping and throwing should improve. Demonstrate a high level of control, speed, strength and stamina when running, jumping and throwing, in isolation and combination, and suggest ways to improve performance.
<b><u>Dance</u></b>	Enjoy listening to music and moving. Learn simple repeated actions for nursery rhymes and songs.	Move energetically and repeatedly, with improved fluency, control and grace when dancing and moving in time to music.	Different parts of the body can be used to create movements, such as stepping, stretching, skipping or crouching. Two or more movements can be ordered to create a movement pattern. Copy, create and remember simple movement patterns, showing awareness of rhythm.	Movements can be performed along different pathways (straight, curved or zigzag), levels, speeds and directions. This can help performers to express different ideas, emotions or feelings. For example, if creating a dance about a storm, movements may be fast, with lots of changes of direction. Perform movements to express ideas, emotions or feelings, varying level, speed and direction.		movement patterns can represent an important or recurring idea called a motif. They can be inspired by stimuli, such as music, a story, theme or topic. Compare, develop and adapt movements or motifs to create movement patterns in response to stimuli.	Dance, dynamics means how the body moves, in terms of the speed, energy and flow of the movement. For example, the dynamics of a dance could be described as explosive or jerky. Vary dynamics of movements or dance, developing actions in time to music with a partner or as a part of a group.	
<b><u>Striking and Fielding</u></b>		Pat, throw, kick, pass, aim, bat and catch different sized balls with increasing control.	Show some different ways of hitting, throwing and striking a ball Hit a ball or bean bag and move quickly to score a range of	There are different ways to send an object from one place to another, such as patting, throwing, rolling and kicking.	Be able to play simple rounders games. Apply some rules to games. Develop and use simple rounders skills.	striking and fielding games are activities in which players strike an object and run to a particular area to score	Striking, fielding and racket skills are used when playing different sports, such as tennis, rounders and cricket.	Children engaged in a competitive game that involves sending and receiving a ball, there are some fundamental

			points (further distance scores more points) Play as a fielder and get the ball back to a STOP ZONE. Begin to follow some simple rules (carrying the bat, not over taking someone)	Confidently send or receive an object, such as a beanbag or ball. Strike a ball with a bat with some confidence and distance to score more points. Track a ball and send it back to a zone to field.	Use a forehanded batting technique. Field the ball back to the post or bowler. Bowl accurately	points. Fielders try to stop the other team from scoring by retrieving and returning the ball. Specific throwing, catching, striking and fielding skills are required in particular sports, such as bowling a ball overarm in cricket. Throw, catch, strike and field with control and accuracy.	All of these are required to enable a player to score points. Use striking, fielding and racket skills confidently and consistently.	ball skills and some that are specific to the game. Precision can be demonstrated when sending the ball if it reaches the intended player or target. Precision can be demonstrated when receiving a ball by a player moving position or changing height to catch a ball that is intended for them. Use ball skills confidently and with some precision in a wide variety of competitive games.
<b><u>Net and Wall Games</u></b>					Tap the ball off racquet (tapping it to the ground, tapping it up off the racket, tapping it up with one bounce etc) Tap the ball back and forth to partner Stand in a ready position holding racquet correctly Change from a ready position before tapping the ball to a partner Begin to know what it means by a forehand and backhand position Begin to attempt to serve the tennis ball straight from hands, sometimes using one bounce if needed.	Tap the ball back and forth to a partner over a small space Begin to tap a ball over a net allowing for a bounce, hit technique Move from a ready position into a forehand position/backhand position quickly Bring racquet to meet the ball for a forehand and backhand hit Know to use two hands for an effective backhand Move racquet in a low to high swing for an effective tap Serve the ball straight from hands to racquet making sure it lands 'in' on the other side	Pupils should be taught to play competitive games, modified where appropriate, such as football, netball, cricket, hockey, basketball, and badminton, and apply basic principles suitable for attacking and defending.	Turn and run to the ball getting into a forehand or backhand position en route Use 'move-hit-recover' approach within a game showing facing forward on recovery Show a range of grips when demonstrating a backhand (continental, chopper, hammer grip). Use the correct swing technique and control with smooth swings keeping the path of the racquet the same Serve the ball accurately making teammates have to move to send it back.
<b><u>Outdoor Adventurous Activities</u></b>	Begin to move in a range of ways and safely negotiate space and terrains.	Move confidently in a range of ways and safely negotiate space, obstacles and terrains.	Position, direction and movement can be described using the words top, middle, bottom, in front of, above, between, around, near, close, far, up, down, turn, forwards, backwards, inside, outside, left and right. There are different ways of	Obstacles can be overcome by moving into spaces around, over, under or through them. Move over, under and through spaces and obstacles outdoors.	working effectively as a team means working within a group to complete an activity well or achieve a shared goal. It involves following instructions, listening to others, taking turns and using people's strengths to achieve the goal. Work	orientating a map is positioning it so that it corresponds to the correct position of north and the land that it represents. Plan routes and orientate maps, responding positively to increasing challenges, problems and working as a team.	Challenge is an activity that tests a person's abilities. Challenges can be met using different strategies, such as applying learnt skills or tactics, asking for help, working well with others and listening to and acting upon helpful feedback.	When engaged in outdoor and adventurous activities, a range of problem-solving and resilience skills can be employed to help complete a task effectively, such as sharing ideas with others and asking questions. Being a good team player

			travelling to get from one place to another, such as walking, jogging, skipping or jumping. Follow a simple route around the school grounds or a given outdoor space.		outdoors effectively as part of a team to safely navigate familiar places and solve problems.		Respond positively to challenges and other team members, showing the ability to listen to and act on feedback.	means working well with others to achieve a shared goal. It involves various skills, such as valuing the ideas and opinions of others, recognising others' strengths and involving everyone. Use and apply strategies for solving problems, listening to others and being a good team player when engaged in outdoor or adventurous activities.
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