

Physical Education – Early Years Foundation Stage and The National Curriculum

By the end of each Key Stage, children are expected to:

| EYFS   | KS1   | KS2   |
|--|---|---|
| <p><b>Early Learning Goals:</b></p> <p><i>Moving and Handling:</i><br/>Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p> <p><i>Health and Self-care:</i><br/>Children know the importance for good health of physical exercise, a healthy diet and talk about the ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p> | <p>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.</p> <p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> <li>• master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</li> <li>• participate in team games, developing simple tactics for attacking and defending.</li> <li>• perform dances using simple movement patterns.</li> </ul> | <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination.</li> <li>• play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</li> <li>• develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].</li> <li>• perform dances using a range of movement patterns.</li> <li>• take part in outdoor and adventurous activity challenges both individually and within a team.</li> <li>• compare their performances with previous ones and demonstrate improvement to achieve a personal best.</li> <li>• swim competently, confidently and proficiently over a distance of at least 25 metres .</li> <li>• use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] .</li> <li>• perform safe self-rescue in pool-based situations.</li> </ul> |

| Athletics | Overview  | Key Skills |  | Assessment   |
|-----------|---|------------|--|--|
| Y1        | Pupils will develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently.   | Physical   | Running at varying speeds, agility, balance, running over obstacles, jumping, hopping and leaping in combination and for distance, throwing for distance | <ul style="list-style-type: none"> <li>• I am beginning to link running and jumping movements.</li> <li>• I can run at different speeds.</li> <li>• I am beginning to show balance and co-ordination when changing direction.</li> <li>• I understand the difference between a jump, a leap and a hop and can choose which allows me to jump the furthest.</li> <li>• I am developing over arm throwing.</li> <li>• I am able to throw towards a target.</li> <li>• I can work with others and make safe choices.</li> <li>• I can recognise changes in my body when I do exercise.</li> <li>• I try my best.</li> </ul>   |
|           |   | Social     | Working safely, collaborating with others  |  |
|           |   | Emotional  | Working independently, honesty and playing to the rules, determination   |  |
|           |   | Thinking   | Exploring ideas  |  |
| Y2        | Pupils will develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently. They learn how to improve by identifying areas of strength as well as areas to develop.   | Physical   | Running at varying speeds, agility, co-ordination, combining running and jumping, throwing for distance  | <ul style="list-style-type: none"> <li>• I can link running and jumping movements with some control and balance.</li> <li>• I show balance and co-ordination when running at different speeds and in different directions.</li> <li>• I can jump and land with control.</li> <li>• I can use an overarm throw to help me to throw for distance.</li> <li>• I can work with others, taking turns and sharing ideas.</li> <li>• I can identify good technique.</li> <li>• I can describe how my body feels during exercise.</li> <li>• I try my best.</li> </ul>   |
|           |   | Social     | Working safely, collaborating with others  |  |
|           |   | Emotional  | Working independently, determination   |  |
|           |   | Thinking   | Exploring ideas, observing and providing feedback  |  |
| Y3        | Pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best. Pupils are also given opportunities to measure, time and record scores.  | Physical   | Sprinting, running over obstacles, jumping for distance and height, push and pull throw for distance   | <ul style="list-style-type: none"> <li>• I can use key points to help me to improve my sprinting technique.</li> <li>• I can take part in a relay activity, remembering when to run and what to do.</li> <li>• I am developing jumping for distance and height.</li> <li>• I can use different take off and landings when jumping.</li> <li>• I can throw a variety of objects, changing my action for accuracy and distance.</li> <li>• I can work with a partner and in a small group, sharing ideas.</li> <li>• I can identify when I was successful.</li> <li>• I understand why it is important to warm up.</li> </ul>  |
|           |   | Social     | Working collaboratively, working safely  |  |
|           |   | Emotional  | Perseverance, determination  |  |
|           |   | Thinking   | Observing and providing feedback   |  |
| Y4        | Pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best. In this unit pupils are able to experience running for distance, sprinting, relay, long jump, vertical jump and javelin.   | Physical   | Pacing, sprinting, jumping for distance and height, throw, heave, launch for distance  | <ul style="list-style-type: none"> <li>• I can demonstrate the difference in sprinting and jogging techniques.</li> <li>• I can jump for distance and height with balance and control.</li> <li>• I can throw with some accuracy and power towards a target area.</li> <li>• I support and encourage others to work to their best.</li> <li>• I can identify when I was successful and what I need to do to improve.</li> <li>• I can explain what happens in my body when I warm up.</li> <li>• I show determination to improve my personal best.</li> <li>• I can demonstrate the difference in sprinting and jogging techniques.</li> </ul>                               |
|           |   | Social     | Working collaboratively, working safely  |  |
|           |   | Emotional  | Perseverance, determination  |  |
|           |   | Thinking   | Observing and providing feedback, exploring ideas  |  |
| Y5        | Pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best. They learn how to improve by identifying areas of strength as well as areas to develop. Pupils are also given opportunities to lead when officiating as well as observe and provide feedback to others. In this unit pupils learn the following athletic activities: running | Physical   | Pacing, sprinting, relay changeovers, jumping for distance and height, push and pull throw for distance  | <ul style="list-style-type: none"> <li>• I can choose the best pace for a running event.</li> <li>• I can use feedback to improve my sprinting technique.</li> <li>• I can perform a range of jumps showing some technique.</li> <li>• I can show control at take-off and landing in jumping activities.</li> <li>• I show accuracy and power when throwing for distance.</li> <li>• I can take on the role of coach, official and timer when working in a group.</li> <li>• I can identify good athletic performance and explain why it is good.</li> <li>• I can understand how stamina and power help people to perform well in different athletic activities.</li> </ul> |
|           |   | Social     | Collaborating with others, supporting others   |  |
|           |   | Emotional  | Perseverance, determination  |  |
|           |   | Thinking   | Observing and providing feedback   |  |

|    |   |           |  |   |
|----|---|-----------|--|---|
|    | over longer distances, sprinting, relay, long jump, triple jump, shot put and javelin.  |           |  |   |
| Y6 | Pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best. They learn how to improve by identifying areas of strength as well as areas to develop. Pupils are also given opportunities to lead when officiating as well as observe and provide feedback to others. In this unit pupils learn the following athletic activities: long distance running, sprinting, hurdles, high jump, triple jump, discus and shot put. | Physical  | Pacing, sprinting, relay changeovers, jumping for distance and height, push and fling throw for distance | <ul style="list-style-type: none"> <li>I can select and apply the best pace for a running event.</li> <li>I can perform jumps for height and distance using good technique.</li> <li>I show accuracy and good technique when throwing for distance.</li> <li>I can help others to improve their technique using key teaching points.</li> <li>I can identify my own and others' strengths and areas for development and can suggest ways to improve.</li> <li>I understand that there are different areas of fitness and how this helps me in different activities.</li> <li>I use different strategies to persevere to achieve my personal best.</li> <li>I can compete within the rules showing fair play and honesty.</li> </ul> |
|    |   | Social    | Collaborating with others, negotiating   |   |
|    |   | Emotional | Perseverance, determination  |   |
|    |   | Thinking  | Observing and providing feedback   |   |

| Badminton | Overview   | Key Skills |   | Assessment  |
|-----------|--|------------|---|---|
| Y5        | Pupils focus on developing the skills they need to play continuous rallies in badminton. They will learn about the ready position, racket control, serving and hitting over a net and how to use these skills to make the game difficult for their opponent. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils will be given the opportunity to work collaboratively with others. They will understand the importance of abiding by rules to keep themselves & others safe. Pupils will develop character and control through engaging with coping strategies when exposed to competition and will be given the opportunity to take on the role of referee. | Physical   | Ready position, grip, forehand, backhand, serve, footwork                                     | <ul style="list-style-type: none"> <li>I am developing a wider range of skills and I am beginning to use these under some pressure.</li> <li>I understand there are different skills for different situations and I am beginning to use these.</li> <li>I understand the rules of the game and I can apply them honestly most of the time.</li> <li>I understand the need for tactics and can identify when to use them in different situations.</li> <li>I can identify how different activities can benefit my physical health.</li> <li>I can identify when I was successful and what I need to do to improve.</li> <li>I can use feedback provided to improve my work.</li> <li>I can work cooperatively with others to manage our game.</li> </ul>   |
|           |  | Social     | Respect, communication, supporting and encouraging others                                     |   |
|           |  | Emotional  | Honesty, confidence, perseverance   |   |
|           |  | Thinking   | Using tactics, selecting and applying skills, identifying strengths and areas for development |   |
| Y6        | Pupils focus on developing the skills they need to play continuous rallies in badminton. They will learn about the ready position, racket control, serving and hitting over a net and how to use these skills to make the game difficult for their opponent. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils will be given the opportunity to work collaboratively with others. They will understand the importance of abiding by rules to keep themselves & others safe. Pupils will develop character and control through engaging with coping strategies when exposed to competition and will be given the opportunity to take on the role of referee. | Physical   | Ready position, grip, forehand, backhand, serve, footwork                                     | <ul style="list-style-type: none"> <li>I can select the appropriate action for the situation and make this decision quickly.</li> <li>I can use a wider range of skills with increasing control under pressure.</li> <li>I can use feedback provided to improve the quality of my work.</li> <li>I can use the rules of the game consistently to play honestly and fairly.</li> <li>I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.</li> <li>I can work in collaboration with others so that games run smoothly.</li> <li>I recognise my own and others strengths and areas for development and can suggest ways to improve.</li> <li>I understand that there are different areas of fitness and how this helps me in different activities.</li> </ul> |
|           |  | Social     | Respect, communication, supporting and encouraging others                                     |   |
|           |  | Emotional  | Honesty, confidence, perseverance   |   |
|           |  | Thinking   | Using tactics, selecting and applying skills, identifying strengths and areas for development |   |

| Ball Skills | Overview  | Key Skills |   | Assessment   |
|-------------|---|------------|---|--|
| EYFS        | Children will develop fundamental ball skills such as rolling and receiving a ball, throwing to a target, bouncing and catching, dribbling with feet and kicking a ball. Children will be able to develop their fine and gross motor skills through a range of game play using a variety of equipment. Children will be given opportunities to work independently and with a partner and will develop decision making and using simple tactics. | Physical   | Rolling a ball, stopping a rolling ball, throwing at a target, tracking a ball, bouncing a ball, dribbling a ball with feet, kicking a ball | <ul style="list-style-type: none"> <li>I am confident to try new activities.</li> <li>I ask for help if needed.</li> <li>I can handle equipment effectively.</li> <li>I can move confidently in a range of ways.</li> <li>I can safely negotiate space.</li> <li>I can show good control and co-ordination in small and large movements.</li> <li>I can talk about ways to keep healthy and safe.</li> <li>I know the importance for good health and physical exercise.</li> <li>I am sensitive to others' feelings.</li> <li>I play co-operatively, taking turns.</li> <li>I can talk about my own ideas and use them in response to a task.</li> <li>I understand and follow rules.</li> </ul> |
|             |   | Social     | Co-operation, supporting others, sharing and taking turns   |  |
|             |   | Emotional  | Honesty, perseverance, determination  |  |
|             |   | Thinking   | Using tactics, decision making  |  |
| Y1          | Pupils will explore their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball. Pupils will have the opportunity to work independently, in pairs and small groups. Pupils will be able to explore their own ideas in response to tasks.  | Physical   | Rolling, kicking, throwing, catching, bouncing, dribbling, tracking   | <ul style="list-style-type: none"> <li>I am beginning to catch with two hands.</li> <li>I can roll and throw with some accuracy towards a target.</li> <li>I can track a ball that is coming towards me.</li> <li>I am beginning to dribble a ball with my hands and feet.</li> <li>I can work co-operatively with a partner.</li> <li>I can say when someone was successful.</li> <li>I can recognise changes in my body when I do exercise.</li> <li>I am beginning to understand simple tactics.</li> </ul>   |
|             |   | Social     | Co-operation, communication, leadership, supporting others  |  |
|             |   | Emotional  | Honesty, perseverance, challenging myself   |  |
|             |   | Thinking   | Using tactics, exploring actions, comprehension   |  |
| Y2          | Pupils will develop their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball. Pupils will have the opportunity to work independently, in pairs and small groups. Pupils will be able to explore their own ideas in response to tasks.  | Physical   | Rolling, kicking, throwing, catching, dribbling, bouncing   | <ul style="list-style-type: none"> <li>I can send and receive a ball using both kicking and throwing and catching skills.</li> <li>I can roll and throw a ball to hit a target.</li> <li>I can track a ball and collect it.</li> <li>I can dribble a ball with my hands and feet with some control.</li> <li>I can work co-operatively with a partner and a small group.</li> <li>I am beginning to provide feedback using key words.</li> <li>I can describe how my body feels during exercise.</li> <li>I am beginning to understand and use simple tactics.</li> </ul>  |
|             |   | Social     | Co-operation, communication, leadership, supporting others  |  |
|             |   | Emotional  | Honesty, perseverance, challenging myself   |  |
|             |   | Thinking   | Using tactics, exploring actions  |  |

| Basket ball | Overview  | Key Skills |   | Assessment   |
|-------------|---|------------|---|--|
| Y3          | Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, throwing, catching and dribbling. Pupils will learn to use attacking skills to maintain possession of the ball. They will start by playing uneven and then move onto even sided games. Pupils will understand the importance of playing fairly and keeping to the rules. They will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition as well as learn how to evaluate their own and others' performances, and how to identify a focus for improvement. | Physical   | Throwing, catching, dribbling, intercepting, changing direction and speed, shooting | <ul style="list-style-type: none"> <li>I can dribble, pass, receive and shoot the ball with some control.</li> <li>I can find space away from others and near to my goal.</li> <li>I can move with a ball towards goal with increasing control.</li> <li>I can track an opponent to slow them down.</li> <li>I understand the benefits of exercise.</li> <li>I work cooperatively with my group to self-manage games.</li> <li>I can provide feedback using key words.</li> <li>I understand my role as an attacker and as a defender.</li> <li>I am learning the rules of the game and am beginning to use them honestly.</li> <li>I am beginning to use simple tactics.</li> </ul> |
|             |   | Social     | Working safely, communication, collaboration  |  |
|             |   | Emotional  | Honesty and fair play, perseverance   |  |
|             |   | Thinking   | Planning strategies, using tactics, observing and providing feedback                |  |



|    |   |           |   |  |
|----|---|-----------|---|--|
| Y4 | Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, throwing, catching and dribbling. Pupils will learn to use attacking skills to maintain possession of the ball. They will start by playing uneven and then move onto even sided games. Pupils will understand the importance of playing fairly and keeping to the rules. They will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition as well as learn how to evaluate their own and others' performances, and how to identify a focus for improvement. | Physical  | Throwing, catching, dribbling, intercepting, changing direction and speed, shooting | <ul style="list-style-type: none"> <li>I can dribble, pass, receive and shoot the ball with increasing control.</li> <li>I can move to space to help my team to keep possession and score goals.</li> <li>I can delay an opponent and help to prevent the other team from scoring.</li> <li>I can explain what happens to my body when I exercise and how this helps to make me healthy.</li> <li>I share ideas and work with others to manage our game.</li> <li>I can provide feedback using key terminology and understand what I need to do to improve.</li> <li>I am learning the rules of the game and I am beginning to use them to play honestly and fairly.</li> <li>I can use simple tactics to help my team score or gain possession.</li> </ul>  |
|    |   | Social    | Working safely, communication, collaboration  |  |
|    |   | Emotional | Honesty and fair play, perseverance   |  |
|    |   | Thinking  | Planning strategies, using tactics, observing and providing feedback                |  |
| Y5 | Pupils will develop key skills and principles such as defending, attacking, throwing, catching, dribbling and shooting. Pupils will learn to use attacking skills to maintain possession as well as defending skills to gain possession. Pupils will be encouraged to work collaboratively to think about how to use skills, strategies and tactics to outwit the opposition. They develop their understanding of the importance of fair play and honesty while self managing games, as well as developing their ability to evaluate their own and others' performances.  | Physical  | Throwing, catching, dribbling, intercepting, shooting                               | <ul style="list-style-type: none"> <li>I can dribble, pass, receive and shoot the ball with some control under pressure.</li> <li>I understand there are different skills for different situations and I am beginning to apply this.</li> <li>I can communicate with my team and move into space to keep possession and score.</li> <li>I can often make the correct decision of who to pass to and when.</li> <li>I can use tracking and intercepting when playing in defence.</li> <li>I can identify how different activities can benefit my physical health.</li> <li>I can identify when I was successful and what I need to do to improve.</li> <li>I can use feedback provided to improve my work.</li> <li>I know what position I am playing in and how to contribute when attacking and defending.</li> <li>I understand the rules of the game and I can apply them honestly most of the time.</li> <li>I understand the need for tactics and can identify when to use them in different situations.</li> </ul> |
|    |   | Social    | Communication, collaboration  |  |
|    |   | Emotional | Honesty and fair play, perseverance   |  |
|    |   | Thinking  | Planning strategies, using tactics, observing and providing feedback                |  |
| Y6 | Pupils will develop key skills and principles such as defending, attacking, throwing, catching, dribbling and shooting. Pupils will learn to use attacking skills to maintain possession as well as defending skills to gain possession. Pupils will be encouraged to work collaboratively to think about how to use skills, strategies and tactics to outwit the opposition. They develop their understanding of the importance of fair play and honesty while self managing games, as well as developing their ability to evaluate their own and others' performances.  | Physical  | Throwing, catching, dribbling, intercepting, shooting                               | <ul style="list-style-type: none"> <li>I can dribble, pass, receive and shoot the ball with increasing control under pressure.</li> <li>I can select the appropriate action for the situation and make this decision quickly.</li> <li>I can create and use space to help my team.</li> <li>I understand when to use different styles of defence in game situations.</li> <li>I understand that there are different areas of fitness and how this helps me in different activities.</li> <li>I can work in collaboration with others so that games run smoothly.</li> <li>I recognise my own and others strengths and areas for development and can suggest ways to improve.</li> <li>I can use feedback provided to improve the quality of my work.</li> <li>I can use the rules of the game honestly and consistently.</li> <li>I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.</li> </ul>  |
|    |   | Social    | Communication, collaboration  |  |
|    |   | Emotional | Honesty and fair play, perseverance   |  |
|    |   | Thinking  | Planning strategies, using tactics, observing and providing feedback                |  |

| Cricket | Overview   | Key Skills |   | Assessment   |
|---------|--|------------|---|--|
| Y3      | Pupils learn how to strike the ball into space so that they can score runs. When fielding, they learn how to keep the batters' scores low. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to deceive or avoid fielders, so that they can run between wickets to score runs. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against. | Physical   | Underarm and overarm throwing, catching, over and underarm bowling, batting | <ul style="list-style-type: none"> <li>I am able to bowl a ball towards a target.</li> <li>I am beginning to strike a bowled ball after a bounce.</li> <li>I can use overarm and underarm throwing, and catching skills.</li> <li>I am learning the rules of the game and I am beginning to use them honestly.</li> <li>I am developing an understanding of tactics and I am beginning to use them in game situations.</li> <li>I understand the benefits of exercise.</li> <li>I can provide feedback using key words.</li> <li>I work cooperatively with my group to self-manage games.</li> <li>I can persevere when learning a new skill.</li> <li>I understand the aim of the game and this shows in my performance.</li> </ul> |
|         |  | Social     | Communication, collaboration, respect                                       |  |
|         |  | Emotional  | Perseverance, honesty   |  |
|         |  | Thinking   | Observing and providing feedback, applying strategies                       |  |

|    |   |           |   |  |
|----|---|-----------|---|--|
| Y4 | Pupils learn how to strike the ball into space so that they can score runs. When fielding, they learn how to keep the batters' scores low. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to deceive or avoid fielders, so that they can run between wickets to score runs. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.  | Physical  | Underarm and overarm throwing, catching, over and underarm bowling, batting                         | <ul style="list-style-type: none"> <li>I am able to bowl a ball with some accuracy, and consistency.</li> <li>I can strike a bowled ball after a bounce.</li> <li>I can use overarm and underarm throwing, and catching skills with increasing accuracy.</li> <li>I am learning the rules of the game and I am beginning to use them to play honestly and fairly.</li> <li>I can communicate with my teammates to apply simple tactics.</li> <li>I can explain what happens to my body when I exercise and how this helps to make me healthy.</li> <li>I can provide feedback using key terminology and understand what I need to do to improve.</li> <li>I share ideas and work with others to manage our game.</li> <li>I can persevere when learning a new skill.</li> </ul>  |
|    |   | Social    | Communication, collaboration, respect   |  |
|    |   | Emotional | Perseverance, honesty   |  |
|    |   | Thinking  | Observing and providing feedback, applying strategies   |  |
| Y5 | Pupils develop the range and quality of striking and fielding skills and their understanding of cricket. They learn how to play the different roles of bowler, wicket keeper, fielder and batter. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to deceive or avoid fielders, so that they can run between wickets to score runs. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against. | Physical  | Underarm and overarm throwing, catching, over and underarm bowling, batting, long and short barrier | <ul style="list-style-type: none"> <li>I am developing a wider range of fielding skills and I am beginning to use these under some pressure.</li> <li>I can strike a bowled ball with increasing consistency.</li> <li>I understand there are different skills for different situations and I am beginning to use this.</li> <li>I understand the rules of the game and I can apply them honestly most of the time.</li> <li>I understand the need for tactics and can identify when to use them in different situations.</li> <li>I can identify how different activities can benefit my physical health.</li> <li>I can identify when I was successful and what I need to do to improve.</li> <li>I can use feedback provided to improve my work.</li> <li>I can work collaboratively with others to score runs.</li> <li>I can work co-operatively with others to manage our game.</li> </ul>                             |
|    |   | Social    | Communication, collaboration, respect   |  |
|    |   | Emotional | Honesty   |  |
|    |   | Thinking  | Observing and providing feedback, applying strategies   |  |
| Y6 | Pupils develop the range and quality of striking and fielding skills and their understanding of cricket. They learn how to play the different roles of bowler, wicket keeper, fielder and batter. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to deceive or avoid fielders, so that they can run between wickets to score runs. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against. | Physical  | Underarm and overarm throwing, catching, over and underarm bowling, batting, long and short barrier | <ul style="list-style-type: none"> <li>I can use a wider range of fielding skills with increasing control under pressure.</li> <li>I can select the appropriate action for the situation.</li> <li>I can strike a bowled ball with increasing consistency and accuracy.</li> <li>I can use the rules of the game consistently to play fairly.</li> <li>I understand and can apply some tactics in the game as a batter, bowler and fielder.</li> <li>I understand that there are different areas of fitness and how this helps me in different activities.</li> <li>I recognise my own and others strengths and areas for development and can suggest ways to improve.</li> <li>I can use feedback provided to improve the quality of my work.</li> <li>I can work collaboratively with others to score runs and to get batters out.</li> <li>I can work in collaboration with others so that games run smoothly.</li> </ul> |
|    |   | Social    | Communication, collaboration, respect   |  |
|    |   | Emotional | Honesty   |  |
|    |   | Thinking  | Observing and providing feedback, applying strategies   |  |

| Dance | Overview   | Key Skills |   | Assessment   |
|-------|--|------------|---|--|
| EYFS  | Children explore space and how to use space safely. They explore travelling movements, shapes and balances. Children choose their own actions in response to a stimulus. They are given the opportunity to copy, repeat and remember actions. They are introduced to counting to help them keep in time with the music. They perform to others and begin to provide simple feedback. | Physical   | Travel, action, perform, copy, balance, co-ordination | <ul style="list-style-type: none"> <li>I am confident to try new activities.</li> <li>I ask for help if needed.</li> <li>I can handle equipment effectively.</li> <li>I can move confidently in a range of ways.</li> <li>I can safely negotiate space.</li> <li>I can show good control and co-ordination in small and large movements.</li> <li>I can talk about ways to keep healthy and safe.</li> <li>I know the importance for good health and physical exercise.</li> </ul> |
|       |  | Social     | Respect, co-operation                                 |  |
|       |  | Emotional  | Working independently, confidence                     |  |

|    |   |           |  |   |
|----|---|-----------|--|---|
|    |   | Thinking  | Counting, observing and providing feedback, selecting and applying actions   | <ul style="list-style-type: none"> <li>I am sensitive to others' feelings.</li> <li>I play co-operatively, taking turns.</li> <li>I can talk about my own ideas and use them in response to a task.</li> <li>I understand and follow rules.</li> </ul>  |
| Y1 | Pupils will explore travelling actions, movement skills and balancing. They will understand why it is important to count to music and use this in their dances. Pupils will copy and repeat actions linking them together to make short dance phrases. Pupils will work individually and with a partner to create ideas in relation to the theme. Pupils will be given the opportunity to perform and also to provide feedback, beginning to use dance terminology to do so.  | Physical  | Travel, action, shape, perform, copy, balance, coordination  | <ul style="list-style-type: none"> <li>I show some sense of dynamic and expressive qualities in my dance.</li> <li>I choose appropriate movements for different dance ideas.</li> <li>I can copy, remember and repeat actions.</li> <li>I can move confidently and safely.</li> <li>I recognise changes in my body when I do exercise.</li> <li>I say what I liked about someone else's performance.</li> <li>I can work with others to share ideas and select actions.</li> <li>I am beginning to use counts.</li> </ul>   |
|    |   | Social    | Co-operation, communication, coming to decisions with a partner, respect   |   |
|    |   | Emotional | Confidence, acceptance   |   |
|    |   | Thinking  | Counting, observing and providing feedback, selecting and applying actions   |   |
| Y2 | Pupils will explore space and how their body can move to express an idea, mood, character or feeling. They will expand their knowledge of travelling actions and use them in relation to a stimulus. They will build on their understanding of dynamics and expression. They will use counts of 8 consistently to keep in time with the music and a partner. Pupils will also explore pathways, levels, shapes, directions, speeds and timing. They will be given the opportunity to work independently and with others to perform and provide feedback beginning to use key terminology. | Physical  | Travel, action, shape, perform, copy, using dynamics, using expression, using speed, using pathways, balance, coordination           | <ul style="list-style-type: none"> <li>I can show a character and idea through the actions and dynamics I choose.</li> <li>I can copy, remember and repeat a series of actions.</li> <li>I show confidence to perform.</li> <li>I can describe how my body feels during exercise.</li> <li>I am beginning to provide feedback using key words.</li> <li>I can work with a partner using mirroring and unison in our actions.</li> <li>I can use counts to stay in time with music.</li> </ul>   |
|    |   | Social    | Respect, consideration, sharing ideas, decision making with others   |   |
|    |   | Emotional | Confidence, acceptance   |   |
|    |   | Thinking  | Observing and providing feedback, selecting and applying actions, creating, counting   |   |
| Y3 | Pupils create dances in relation to an idea including historical and scientific stimuli. Pupils work individually, with a partner and in small groups, sharing their ideas. Pupils develop their use of counting and rhythm. Pupils learn to use canon, unison, formation and levels in their dances. They will be given the opportunity to perform to others and provide feedback using key terminology.   | Physical  | Copying and performing actions, using canon, unison, formation, dynamics, pathways, direction, control, balance                      | <ul style="list-style-type: none"> <li>I can use dynamic and expressive qualities in relation to an idea.</li> <li>I create short dance phrases that communicate the idea.</li> <li>I am respectful of others when watching them perform.</li> <li>I can repeat, remember and perform a dance phrase.</li> <li>I understand the benefits of exercise.</li> <li>I can provide feedback using key words.</li> <li>I can work with a partner and in a small group, sharing ideas.</li> <li>I can use counts to keep in time with a partner and group.</li> </ul>   |
|    |   | Social    | Sharing ideas, respect, inclusion of others, leadership, working safely  |   |
|    |   | Emotional | Confidence, acceptance   |   |
|    |   | Thinking  | Observing and providing feedback, selecting and applying actions, creating   |   |
| Y4 | Pupils focus on creating characters and narrative through movement and gesture. They gain inspiration from a range of stimuli, working individually, in pairs and small groups. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. Pupils will develop confidence in performing and will be given the opportunity to provide feedback and utilise feedback to improve their own work.  | Physical  | Performing actions, using canon, unison, formation, dynamics, character, structure, space  | <ul style="list-style-type: none"> <li>I can use changes in timing and spacing to develop a dance.</li> <li>I can choose actions and dynamics to convey a character or idea.</li> <li>I can respond imaginatively to a range of stimuli relating to character and narrative.</li> <li>I can copy and remember set choreography.</li> <li>I show respect for others when working as a group and watching others perform.</li> <li>I can explain what happens to my body when I exercise and how this helps to make me healthy.</li> <li>I can provide feedback using appropriate language relating to the lesson.</li> <li>I can use simple movement patterns to structure dance phrases on my own, with a partner and in a group.</li> <li>I can use counts to keep in time with others and the music.</li> </ul> |
|    |   | Social    | Collaboration, consideration, inclusion, respect   |   |
|    |   | Emotional | Empathy, confidence,   |   |
|    |   | Thinking  | Observing and providing feedback, selecting and applying actions   |   |
| Y5 | Pupils learn different styles of dance, working individually, as a pair and in small groups. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. As they work, they develop an awareness of the historical and cultural origins of  | Physical  | Performing actions, using canon, unison, formation, dynamics, character, structure, space, emotion, matching, mirroring, transitions | <ul style="list-style-type: none"> <li>I can refine the way I use actions, dynamics, relationships and space in my dance in response to a stimulus.</li> <li>I can choreograph phrases individually and with others considering actions and dynamics.</li> <li>I can accurately copy and repeat set choreography.</li> <li>I can confidently perform different styles of dance, clearly and fluently, showing a good sense of timing.</li> </ul>  |
|    |   | Social    | Collaboration, consideration and awareness of others, inclusion, respect   |   |

|    |  |           |   |  |
|----|--|-----------|---|--|
|    | different dances. Pupils will be provided with the opportunity to create and perform their work. They will be asked to provide feedback using the correct dance terminology and will be able to use this feedback to improve their work. Pupils will work safely with each other and show respect towards others.  | Emotional | Empathy, confidence   | <ul style="list-style-type: none"> <li>I can identify how different activities can benefit my physical health.</li> <li>I can suggest ways to improve my own and other people's work using key terminology.</li> <li>I can use feedback provided to improve my work.</li> <li>I can lead a group through short warm-up routines.</li> <li>I can use counts when choreographing to stay in time with others and the music.</li> </ul>   |
|    |  | Thinking  | Observing and providing feedback, selecting and applying actions, creating, using feedback to improve performance                         |  |
| Y6 | Pupils will focus on developing an idea or theme into dance choreography. They will work in pairs and groups using different choreographing tools to create dances e.g. formations, timing, dynamics. Pupils will have opportunities to choreograph, perform and provide feedback on dance. Pupils think about how to use movement to convey ideas, emotions, feelings and characters. Pupils will show an awareness of keeping others safe and will have the opportunity to lead others through short warm ups. | Physical  | Performing actions, using canon, unison, formation, dynamics, character, structure, space, emotion, matching, mirroring, transitions      | <ul style="list-style-type: none"> <li>I can refine the way I use actions, dynamics and relationships to represent ideas, emotions, feelings and characters.</li> <li>I can choreograph a dance and work safely using a prop.</li> <li>I can perform dances confidently and fluently with accuracy and good timing.</li> <li>I understand that there are different areas of fitness and how this helps me in different activities.</li> <li>I can use appropriate language to evaluate and refine my own and others' work.</li> <li>I can use feedback provided to improve the quality of my work.</li> <li>I can lead a small group through a short warm-up routine.</li> <li>I can work creatively and imaginatively on my own, with a partner and in a group to choreograph and structure dances.</li> <li>I can use counts when choreographing to improve the quality of my work.</li> </ul> |
|    |  | Social    | Collaboration and sharing ideas, consideration and awareness of others, inclusion, respect, leadership, supporting and encouraging others |  |
|    |  | Emotional | Empathy, confidence   |  |
|    |  | Thinking  | Observing and providing feedback, selecting and applying actions, creating, using feedback to improve performance                         |  |

| Dodge ball | Overview   | Key Skills |  | Assessment  |
|------------|--|------------|--|---|
| Y3         | Pupils will improve on key skills used in dodgeball such as throwing, dodging and catching. The learn how to apply simple tactics to the game to outwit their opponent. In dodgeball, pupils achieve this by hitting opponents with a ball whilst avoiding being hit. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules. Pupils are given opportunities to evaluate and improve on their own and others performances. | Physical   | Throwing, catching, dodging, blocking          | <ul style="list-style-type: none"> <li>I am learning the rules of the game and I am beginning to use them to play honestly.</li> <li>I understand the benefits of exercise.</li> <li>I can provide feedback using key words.</li> <li>I can throw with some accuracy and I am beginning to catch with some consistency.</li> <li>I work cooperatively with my group to self-manage games.</li> <li>I understand the aim of the game.</li> </ul>   |
|            |  | Social     | Respect, collaboration, communication          |   |
|            |  | Emotional  | Honesty, perseverance                          |   |
|            |  | Thinking   | Decision making, Selecting and applying skills |   |
| Y4         | Pupils will improve on key skills used in dodgeball such as throwing, dodging and catching. The learn how to apply simple tactics to the game to outwit their opponent. In dodgeball, pupils achieve this by hitting opponents with a ball whilst avoiding being hit. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules. Pupils are given opportunities to evaluate and improve on their own and others performances. | Physical   | Throwing, catching, dodging, blocking          | <ul style="list-style-type: none"> <li>I am learning the rules of the game and I am beginning to use them to play honestly and fairly.</li> <li>I can communicate with my teammates to apply simple tactics.</li> <li>I can explain what happens to my body when I exercise and how this helps to make me healthy.</li> <li>I can provide feedback using key terminology and understand what I need to do to improve.</li> <li>I can catch with increasing consistency.</li> <li>I can throw with some accuracy at a target.</li> <li>I share ideas and work with others to manage our game.</li> <li>I can return to the ready position to defend myself.</li> </ul> |
|            |  | Social     | Respect, collaboration, communication          |   |
|            |  | Emotional  | Honesty, perseverance,                         |   |
|            |  | Thinking   | Decision making, Selecting and applying skills |   |
| Y5         | Pupils will improve on key skills used in dodgeball such as throwing, dodging and catching. They also learn how to select and apply tactics to the game to outwit their opponent. In dodgeball, pupils achieve this by hitting opponents with a ball whilst avoiding   | Physical   | Throwing, catching, dodging, blocking          | <ul style="list-style-type: none"> <li>I understand the rules of the game and I can apply them honestly most of the time.</li> <li>I understand the need for tactics and can identify when to use them in different situations.</li> <li>I can identify how different activities can benefit my physical health.</li> <li>I can identify when I was successful and what I need to do to improve.</li> </ul>   |
|            |  | Social     | Respect, collaboration, leadership             |   |



|    |   |           |   |  |
|----|---|-----------|---|--|
|    | being hit. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules. Pupils learn officiating skills when refereeing games and are given opportunities to evaluate and suggest improvements to their own and others' performances.  | Emotional | Honesty, determination, confidence              | <ul style="list-style-type: none"> <li>I can use feedback provided to improve my work.</li> <li>I am developing a wider range of skills and I am beginning to use these under some pressure.</li> <li>I can throw accurately at a target.</li> <li>I can work co-operatively with others to manage our game.</li> <li>I understand there are different skills for different situations and I am beginning to use these.</li> </ul>                                 |
| Y6 | Pupils will improve on key skills used in dodgeball such as throwing, dodging and catching. They also learn how to select and apply tactics to the game to outwit their opponent. In dodgeball, pupils achieve this by hitting opponents with a ball whilst avoiding being hit. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules. Pupils learn officiating skills when refereeing games and are given opportunities to evaluate and suggest improvements to their own and others' performances. | Physical  | Throwing, catching, dodging, blocking           | <ul style="list-style-type: none"> <li>I can use the rules of the game consistently to play honestly and fairly.</li> <li>I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.</li> <li>I understand that there are different areas of fitness and how this helps me in different activities.</li> <li>I recognise my own and others strengths and areas for development and can suggest ways to improve.</li> </ul> |
|    |   | Social    | Respect, collaboration, leadership              | <ul style="list-style-type: none"> <li>I can use feedback provided to improve the quality of my work.</li> <li>I can use a wider range of skills with increasing control under pressure.</li> <li>I can select the appropriate action for the situation and make this decision quickly.</li> <li>I can work in collaboration with others so that games run smoothly.</li> <li>I can officiate and help to manage a game by refereeing.</li> </ul>                  |
|    |   | Emotional | Honesty, determination, confidence              |  |
|    |   | Thinking  | Decision making, selecting and applying tactics |  |

| Fitness | Overview  | Key Skills |   | Assessment  |
|---------|---|------------|---|---|
| Y1      | Pupils will take part in a range of fitness activities to develop components of fitness. Pupils will begin to explore and develop agility, balance, co-ordination, speed and stamina. Pupils will be given the opportunity to work independently and with others. Pupils will develop perseverance and show determination to work for longer periods of time. | Physical   | Agility, balance, co-ordination, speed, stamina, skipping                         | <ul style="list-style-type: none"> <li>I use co-ordination to turn a skipping rope.</li> <li>I show co-ordination when trying hula hoop skills.</li> <li>I can change direction when running.</li> <li>I can run at different speeds.</li> <li>I can show hopping and jumping movements.</li> <li>I can recognise changes in my body when I do exercise.</li> <li>I work with others to turn a rope.</li> <li>I try my hardest to keep working over longer periods of time.</li> </ul>  |
|         |   | Social     | Taking turns, supporting and encouraging others                                   |   |
|         |   | Emotional  | Determination, perseverance, challenging myself                                   |   |
|         |   | Thinking   | Identifying strengths and areas for improvement, observing and providing feedback |   |
| Y2      | Pupils will take part in a range of fitness activities to develop components of fitness. Pupils will begin to explore and develop agility, balance, co-ordination, speed and stamina. Pupils will be given the opportunity to work independently and with others. Pupils will develop perseverance and show determination to work for longer periods of time. | Physical   | Agility, balance, co-ordination, speed, stamina, skipping                         | <ul style="list-style-type: none"> <li>I can describe how my body feels during exercise.</li> <li>I can link different hoop skills to create a routine.</li> <li>I can show hopping and jumping movements with some balance and control.</li> <li>I persevere with new challenges.</li> <li>I show determination to continue working over a longer period of time.</li> <li>I understand that running at a slower speed will allow me to run for a longer period of time.</li> <li>I work with others to turn a rope and encourage others to jump at the right time.</li> </ul> |
|         |   | Social     | Taking turns, supporting and encouraging others                                   |   |
|         |   | Emotional  | Determination, perseverance, challenging myself                                   |   |
|         |   | Thinking   | Identifying strengths and areas for improvement, observing and providing feedback |   |
| Y3      | Pupils will take part in a range of fitness challenges to test, monitor and record their data. They will learn to understand different components of fitness; speed, stamina, strength, coordination, balance and agility. Pupils   | Physical   | Agility, balance, co-ordination, speed, stamina, strength, power                  | <ul style="list-style-type: none"> <li>I can collect and record personal fitness data and I can recognise my strengths.</li> <li>I can complete exercises with control.</li> <li>I can persevere when I find a challenge is hard.</li> </ul>  |
|         |   | Social     | Supporting others, working safely   |   |

|    |   |           |  |   |
|----|---|-----------|--|---|
|    | will be given opportunities to work at their maximum and improve their fitness levels. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas for improvement and suggest activities that they could do to do this. Pupils will be encouraged to work safely and with control when performing new tasks.   | Emotional | Perseverance, determination                                      | <ul style="list-style-type: none"> <li>I can provide feedback using key words.</li> <li>I can use key points to help me to improve my sprinting technique.</li> <li>I can work safely with others.</li> <li>I show balance when changing direction.</li> <li>I understand the benefits of exercise.</li> </ul>  |
|    |   | Thinking  | Identifying areas of strength and areas for development          |   |
| Y4 | Pupils will take part in a range of fitness challenges to test, monitor and record their data. They will learn to understand different components of fitness; speed, stamina, strength, coordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve their fitness levels. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas for improvement and suggest activities that they could do to do this. Pupils will be encouraged to work safely and with control when performing new tasks. | Physical  | Agility, balance, co-ordination, speed, stamina, strength, power | <ul style="list-style-type: none"> <li>I can collect and record personal fitness data and identify areas I need to improve.</li> <li>I can explain what happens to my body when I exercise and how this helps to make me healthy.</li> <li>I can use key points to help me to improve my sprinting technique.</li> <li>I share ideas and work with others to manage activities.</li> <li>I show balance when changing direction at speed.</li> <li>I show control when completing activities to improve balance.</li> <li>I show determination to continue working at over a period of time.</li> <li>I understand there are different areas of fitness and that each area challenges my body differently.</li> </ul> |
|    |   | Social    | Supporting others, working safely                                |   |
|    |   | Emotional | Perseverance, determination                                      |   |
|    |   | Thinking  | Identifying areas of strength and areas for development          |   |
| Y5 | Pupils will take part in a range of fitness challenges to test, monitor and record their data. They will learn different components of fitness including speed, stamina, strength, coordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve their fitness levels. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas in which they make the most improvement using the data they have collected.   | Physical  | Agility, balance, co-ordination, speed, stamina, strength, power | <ul style="list-style-type: none"> <li>I understand the different components of fitness and how to test them.</li> <li>I can choose the best pace for a running event and maintain speed.</li> <li>I can identify how different activities can benefit my physical health.</li> <li>I can analyse my fitness data to identify areas of improvement.</li> <li>I can encourage and motivate others to work to their personal best.</li> <li>I can work with others to manage activities.</li> <li>I understand what my maximum effort looks and feels like and I am determined to achieve it.</li> </ul>  |
|    |   | Social    | Supporting and encouraging others, working collaboratively       |   |
|    |   | Emotional | Perseverance, determination                                      |   |
|    |   | Thinking  | Analysing data   |   |
| Y6 | Pupils will take part in a range of fitness challenges to test, monitor and record their data. They will learn different components of fitness including speed, stamina, strength, coordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve their fitness levels. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas in which they make the most improvement using the data they have collected.   | Physical  | Agility, balance, co-ordination, speed, stamina, strength, power | <ul style="list-style-type: none"> <li>I can change my running technique to adapt to different distances.</li> <li>I understand the different components of fitness and ways to test and develop them.</li> <li>I understand that there are different areas of fitness and how this helps me in different activities.</li> <li>I can collect, record and analyse data to identify areas where I have made the most improvement.</li> <li>I encourage and motivate others to work to their best.</li> <li>I can work with others to organise, manage and record information at a station.</li> <li>I work to my maximum consistently when presented with challenges.</li> </ul>  |
|    |   | Social    | Supporting and encouraging others, working collaboratively       |   |
|    |   | Emotional | Perseverance, determination                                      |   |
|    |   | Thinking  | Analysing data   |   |

| Football | Overview  | Key Skills |   | Assessment   |
|----------|---|------------|---|--|
| Y3       | Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, sending, receiving and dribbling a ball. They will start by playing uneven and then move onto even sided games. They learn to work one on one and cooperatively within a team, showing respect for their teammates, opposition and referee. Pupils will be given opportunities to select and apply tactics to outwit the opposition. | Physical   | Dribbling, passing, ball control, tracking, jockeying, turning, receiving | <ul style="list-style-type: none"> <li>I can dribble, pass, receive and shoot the ball with some control.</li> <li>I can find space away from others and near to my goal.</li> <li>I can move with a ball towards goal with increasing control.</li> <li>I can track an opponent to slow them down.</li> <li>I understand the benefits of exercise.</li> <li>I work cooperatively with my group to self-manage games.</li> <li>I can provide feedback using key words.</li> <li>I understand my role as an attacker and as a defender.</li> <li>I am learning the rules of the game and I am beginning to use them to play honestly and fairly.</li> </ul> |
|          |   | Social     | Communication, collaboration, cooperation                                 |  |
|          |   | Emotional  | Honesty, perseverance   |  |
|          |   | Thinking   | Selecting and applying tactics, decision making                           |  |

|    |  |           |  |  |
|----|--|-----------|--|--|
|    |  |           |  | <ul style="list-style-type: none"> <li>I am beginning to use simple tactics.</li> </ul>  |
| Y4 | Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, sending, receiving and dribbling a ball. They will start by playing uneven and then move onto even sided games. They learn to work one on one and cooperatively within a team, showing respect for their teammates, opposition and referee. Pupils will be given opportunities to select and apply tactics to outwit the opposition.  | Physical  | Dribbling, passing, ball control, tracking, jockeying, turning, receiving              | <ul style="list-style-type: none"> <li>I can dribble, pass, receive and shoot the ball with increasing control.</li> <li>I can move to space to help my team to keep possession and score goals.</li> <li>I can delay an opponent and help to prevent the other team from scoring.</li> <li>I can explain what happens to my body when I exercise and how this helps to make me healthy.</li> <li>I share ideas and work with others to manage our game.</li> <li>I can provide feedback using key terminology and understand what I need to do to improve.</li> <li>I am learning the rules of the game and I am beginning to use them to play honestly and fairly.</li> <li>I can use simple tactics to help my team score or gain possession.</li> </ul>  |
|    |  | Social    | Communication, collaboration, cooperation  |  |
|    |  | Emotional | Honesty, perseverance  |  |
|    |  | Thinking  | Selecting and applying tactics, decision making  |  |
| Y5 | Pupils will improve their defending and attacking play, developing further knowledge of the principles and tactics of each. Pupils will begin to develop consistency and control in dribbling, passing and receiving a ball. They will also learn the basics of goalkeeping. Pupils will evaluate their own and other's performances, suggesting improvements. They will learn the importance of playing games fairly, abiding by the rules of the game and being respectful of their teammates, opponents and referees. | Physical  | Dribbling, passing, ball control, tracking, jockeying, turning, goalkeeping, receiving | <ul style="list-style-type: none"> <li>I can dribble, pass, receive and shoot the ball with some control under pressure.</li> <li>I understand there are different skills for different situations and I am beginning to apply this.</li> <li>I can communicate with my team and move into space to keep possession and score.</li> <li>I can often make the correct decision of who to pass to and when.</li> <li>I can use tracking and intercepting when playing in defence.</li> <li>I can identify how different activities can benefit my physical health.</li> <li>I can identify when I was successful and what I need to do to improve.</li> <li>I can use feedback provided to improve my work.</li> <li>I know what position I am playing in and how to contribute when attacking and defending.</li> <li>I understand the rules of the game and I can apply them honestly most of the time.</li> <li>I understand the need for tactics and can identify when to use them in different situations.</li> </ul> |
|    |  | Social    | Communication, collaboration, cooperation, respect                                     |  |
|    |  | Emotional | Honesty, perseverance  |  |
|    |  | Thinking  | Selecting and applying tactics, decision making  |  |
| Y6 | Pupils will improve their defending and attacking play, developing further knowledge of the principles and tactics of each. Pupils will begin to develop consistency and control in dribbling, passing and receiving a ball. They will also learn the basics of goalkeeping. Pupils will evaluate their own and other's performances, suggesting improvements. They will learn the importance of playing games fairly, abiding by the rules of the game and being respectful of their teammates, opponents and referees. | Physical  | Dribbling, passing, ball control, tracking, jockeying, turning, goalkeeping, receiving | <ul style="list-style-type: none"> <li>I can dribble, pass, receive and shoot the ball with increasing control under pressure.</li> <li>I can select the appropriate action for the situation and make this decision quickly.</li> <li>I can create and use space to help my team.</li> <li>I can use marking, tackling and/or interception to improve my defence.</li> <li>I understand that there are different areas of fitness and how this helps me in different activities.</li> <li>I recognise my own and others strengths and areas for development and can suggest ways to improve.</li> <li>I can use feedback provided to improve the quality of my work.</li> <li>I can use the rules of the game consistently to play honestly and fairly.</li> <li>I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.</li> </ul>  |
|    |  | Social    | Communication, collaboration, cooperation, respect                                     |  |
|    |  | Emotional | Honesty, perseverance  |  |
|    |  | Thinking  | Selecting and applying tactics, decision making  |  |

| Fundamentals | Overview   | Key Skills |   | Assessment   |
|--------------|--|------------|---|--|
| EYFS         | Children will develop their fundamental movement skills. Fundamental skills will include balancing, running, changing direction, jumping, hopping and travelling. Children will develop fine and gross motor skills through a range of activities. They will learn how to stay safe using space, working independently and with a partner. | Physical   | Balancing, running, jumping, changing direction, hopping, traveling | <ul style="list-style-type: none"> <li>I am confident to try new activities.</li> <li>I ask for help if needed.</li> <li>I can handle equipment effectively.</li> <li>I can move confidently in a range of ways.</li> <li>I can safely negotiate space.</li> <li>I can show good control and co-ordination in small and large movements.</li> <li>I can talk about ways to keep healthy and safe.</li> <li>I know the importance for good health and physical exercise.</li> <li>I am sensitive to others' feelings.</li> <li>I play co-operatively, taking turns.</li> <li>I can talk about my own ideas and use them in response to a task.</li> <li>I understand and follow rules.</li> </ul> |
|              |  | Social     | Working safely, responsibility, helping others                      |  |
|              |  | Emotional  | Honesty, challenging myself, determination                          |  |
|              |  | Thinking   | Decision making, selecting and applying actions, using tactics      |  |

|    |   |           |   |  |
|----|---|-----------|---|--|
| Y1 | Pupils will explore the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. They will explore these skills in isolation as well as in combination. Pupils will be given opportunities to identify areas of strength and areas for improvement. Pupils will work collaboratively with others, taking turns and sharing ideas.   | Physical  | Balancing, sprinting, jogging, dodging, jumping, hopping, skipping  | <ul style="list-style-type: none"> <li>I can show hopping and jumping movements.</li> <li>I can change direction when moving at speed.</li> <li>I can run at different speeds.</li> <li>I can select my own actions in response to a task.</li> <li>I use co-ordination to turn a skipping rope.</li> <li>I can work co-operatively with others to complete tasks.</li> <li>I can recognise changes in my body when I do exercise.</li> <li>I show balance and co-ordination when static and moving at a slow speed.</li> </ul>            |
|    |   | Social    | Taking turns, supporting and encouraging others, working safely, communication  |  |
|    |   | Emotional | Challenging myself, perseverance, honesty   |  |
|    |   | Thinking  | Selecting and applying actions, identifying strengths, Listening and following instructions                             |  |
| Y2 | Pupils will develop the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. Pupils will be given opportunities to work with a range of different equipment. Pupils will be asked to observe and recognise improvements for their own and others' skills and identify areas of strength. Pupils will be given the opportunity to work collaboratively with others, taking turns and sharing ideas.  | Physical  | Balancing, sprinting, jogging, dodging, jumping, hopping, skipping  | <ul style="list-style-type: none"> <li>I can show balance when changing direction.</li> <li>I can show hopping, skipping and jumping movements with some balance and control.</li> <li>I show balance and co-ordination when running at different speeds.</li> <li>I am beginning to turn and jump in an individual skipping rope.</li> <li>I am beginning to provide feedback using key words.</li> <li>I can work co-operatively with a partner and a small group.</li> <li>I can describe how my body feels during exercise.</li> </ul> |
|    |   | Social    | Taking turns, supporting and encouraging others, respect, communication   |  |
|    |   | Emotional | Challenging myself, perseverance, honesty   |  |
|    |   | Thinking  | Selecting and applying actions, identifying strengths   |  |
| Y3 | Pupils will develop the fundamental skills of balancing, running, jumping, hopping and skipping. Pupils will develop their ability to change direction with balance and control. They will be given the opportunity to explore how the body moves at different speeds as well as how to accelerate and decelerate. Pupils will be asked to observe and recognise improvements for their own and others' performances and identify areas of strength and areas for development. Pupils will be given the opportunity to work on their own and with others, taking turns and sharing ideas. | Physical  | Balancing, sprinting, jogging, dodging, jumping, hopping, skipping  | <ul style="list-style-type: none"> <li>I am able to jump and turn a skipping rope.</li> <li>I can change direction quickly.</li> <li>I can identify when I was successful.</li> <li>I can link hopping and jumping actions.</li> <li>I understand how the body moves differently at different speeds.</li> <li>I understand why it is important to warm up.</li> </ul>   |
|    |   | Social    | Taking turns, supporting and encouraging others, respect, communication   |  |
|    |   | Emotional | Challenging myself, perseverance, honesty   |  |
|    |   | Thinking  | Selecting and applying skills, observing others and providing feedback, identifying strengths and areas for development |  |
| Y4 | Pupils will develop the fundamental skills of balancing, running, jumping, hopping and skipping. Pupils will develop their ability to change direction with balance and control. They will be given the opportunity to explore how the body moves at different speeds as well as how to accelerate and decelerate. Pupils will be asked to observe and recognise improvements for their own and others' performances and identify areas of strength and areas for development. Pupils will be given the opportunity to work on their own and with others, taking turns and sharing ideas. | Physical  | Balancing, sprinting, jogging, dodging, jumping, hopping, skipping  | <ul style="list-style-type: none"> <li>I can change direction quickly under pressure.</li> <li>I can explain what happens when I exercise.</li> <li>I can identify when I was successful and what I need to do to improve.</li> <li>I can link hopping and jumping actions with other fundamental skills.</li> <li>I can work with others to complete skipping challenges.</li> <li>I understand and can demonstrate how and when to speed up and slow down when running.</li> </ul>   |
|    |   | Social    | Taking turns, supporting and encouraging others, respect, communication   |  |
|    |   | Emotional | Challenging myself, perseverance, honesty   |  |
|    |   | Thinking  | Selecting and applying skills, observing others and providing feedback, identifying strengths and areas for development |  |



| Games | Overview   | Key Skills |  | Assessment   |
|-------|--|------------|--|--|
| EYFS  | Children will develop their understanding of playing games. Children will practise and further develop fundamental movement skills through games. They will also learn how to score and play by the rules, how to work with a partner and begin to understand what a team is, as well as learning how to behave when winning and losing. | Physical   | Running, balancing, changing direction, striking a ball, throwing    | <ul style="list-style-type: none"> <li>I am confident to try new activities.</li> <li>I ask for help if needed.</li> <li>I can handle equipment effectively.</li> <li>I can move confidently in a range of ways.</li> <li>I can safely negotiate space.</li> <li>I can show good control and co-ordination in small and large movements.</li> <li>I can talk about ways to keep healthy and safe.</li> <li>I know the importance for good health and physical exercise.</li> <li>I am sensitive to others' feelings.</li> <li>I play co-operatively, taking turns.</li> <li>I can talk about my own ideas and use them in response to a task.</li> <li>I understand and follow rules.</li> </ul> |
|       |  | Social     | Communication, cooperation, taking turns, supporting others, respect |  |
|       |  | Emotional  | Honesty and fair play, managing emotions, perseverance               |  |
|       |  | Thinking   | Using tactics, decision making                                       |  |

| Golf | Overview   | Key Skills |  | Assessment  |
|------|--|------------|--|---|
| Y3   | Pupils will develop the skills and apply them to striking, chipping, putting, and playing a short and long game. They will develop their coordination, accuracy, and control of movements. These lesson plans will enable teachers to provide pupils with activities that help them understand the principles of the golf game and develop fluid movements that can be used in game situations. Pupils will be given the opportunity to work with a range of different equipment. Pupils will be asked to observe and recognise improvements for their own and others' skills and identify areas of strengths. Pupils will be given the opportunity to work on their own and others, taking turns and sharing ideas. | Physical   | Balancing, co-ordination, accuracy, striking, throwing   | <ul style="list-style-type: none"> <li>I can hold all equipment correctly.</li> <li>I can provide feedback using keywords.</li> <li>I can strike the ball with some accuracy.</li> <li>I can work on my own, with a partner and as a team.</li> <li>I mostly have the correct stance for putting.</li> <li>I show balance when striking the ball.</li> <li>I understand the aim of the game.</li> </ul>                                     |
|      |  | Social     | Respect, supporting and encouraging others, taking turn, communication                                 |   |
|      |  | Emotional  | Challenging myself, honesty, perseverance, determination   |   |
|      |  | Thinking   | Selecting and applying skills, identifying strengths and weaknesses, creativity                        |   |
| Y4   | Pupils will develop the skills and apply them to striking, chipping, putting, and playing a short and long game. They will develop their coordination, accuracy, and control of movements. These lesson plans will enable teachers to provide pupils with activities that help them understand the principles of the golf game and develop fluid movements that can be used in game situations. Pupils will be given the opportunity to work with a range of different equipment. Pupils will be asked to observe and recognise improvements for their own and others' skills and identify areas of strengths. Pupils will be given the opportunity to work on their own and others, taking turns and sharing ideas. | Physical   | Balancing, co-ordination, accuracy, striking, throwing   | <ul style="list-style-type: none"> <li>I can hold all equipment correctly.</li> <li>I can provide feedback using key terminology and understand what I need to do to improve.</li> <li>I can show how to aim using a putting club.</li> <li>I can strike a ball with increasing consistency.</li> <li>I can use different actions for different shots.</li> <li>I share ideas and work with others to manage our game.</li> </ul>           |
|      |  | Social     | Respect, supporting and encouraging others, taking turn, communication                                 |   |
|      |  | Emotional  | Challenging myself, honesty, perseverance, determination   |   |
|      |  | Thinking   | Selecting and applying skills, identifying strengths and weaknesses, creativity                        |   |
| Y5   | Pupils will develop skills and apply them to striking, chipping, putting and playing a short and long game. They will develop their coordination, accuracy and control of movements. These lesson plans will enable teachers to provide pupils with activities that help them understand the principles of golf and develop fluid movements that can be used in game situations. They will be confident in selecting the appropriate shot for the situation. Pupils will be asked to observe and recognise improvements for their own and others' skills and identify  | Physical   | Accuracy, balance, co-ordination, striking   | <ul style="list-style-type: none"> <li>I am developing a wider range of skills and I am beginning to use these under some pressure.</li> <li>I can hold all equipment correctly correctly depending on the shot I am using.</li> <li>I can identify different areas of the golf course.</li> <li>I can identify when I was successful and what I need to do to improve.</li> <li>I can use feedback provided to improve my work.</li> </ul> |
|      |  | Social     | Respect, taking turns, supporting and encouraging others, communication, sharing and agreeing on ideas |   |
|      |  | Emotional  | Honesty, perseverance, challenging myself, being proud of work   |   |

|    |  |           |  |  |
|----|--|-----------|--|--|
|    | areas of strengths. Pupils will be given the opportunity to work on their own and others, taking turns and sharing ideas. Pupils will be creative in designing their own course.   | Thinking  | Selecting and applying skills, identifying strengths and weaknesses, creativity                        | <ul style="list-style-type: none"> <li>I can work cooperatively with others to manage our game.</li> <li>I understand there are different skills for different situations and I am beginning to use these.</li> </ul>  |
| Y6 | Pupils will develop skills and apply them to striking, chipping, putting and playing a short and long game. They will develop their coordination, accuracy and control of movements. These lesson plans will enable teachers to provide pupils with activities that help them understand the principles of golf and develop fluid movements that can be used in game situations. They will be confident in selecting the appropriate shot for the situation. Pupils will be asked to observe and recognise improvements for their own and others' skills and identify areas of strengths. Pupils will be given the opportunity to work on their own and others, taking turns and sharing ideas. Pupils will be creative in designing their own course. | Physical  | Accuracy, balance, co-ordination, striking   | <ul style="list-style-type: none"> <li>I can identify different areas of the golf course.</li> <li>I can show control of distance when chipping and putting.</li> <li>I can use a wider range of skills with increasing control under pressure.</li> <li>I can use feedback provided to improve the quality of my work.</li> <li>I can use the rules of the game consistently to play honestly and fairly.</li> <li>I can work in collaboration with others so that games run smoothly.</li> <li>I recognise my own and others strengths and areas for development and can suggest ways to improve.</li> </ul> |
|    |  | Social    | Respect, taking turns, supporting and encouraging others, communication, sharing and agreeing on ideas |  |
|    |  | Emotional | Honesty, perseverance, challenging myself, being proud of work   |  |
|    |  | Thinking  | Selecting and applying skills, identifying strengths and weaknesses, creativity                        |  |

| Gymnastics | Overview  | Key Skills |  | Assessment   |
|------------|---|------------|--|--|
| EYFS       | Children explore basic movements, creating shapes, balances, jumps and rolls. They begin to develop an awareness of space and how to use it safely. They perform basic skills on both floor and apparatus. They copy, create, remember and repeat short sequences. They begin to understand using levels and directions when traveling and balancing.   | Physical   | Shapes, balances, jumps, rock and roll, barrel roll, straight roll, progressions of a forward roll, travelling | <ul style="list-style-type: none"> <li>I am confident to try new activities.</li> <li>I ask for help if needed.</li> <li>I can handle equipment effectively.</li> <li>I can move confidently in a range of ways.</li> <li>I can safely negotiate space.</li> <li>I can show good control and co-ordination in small and large movements.</li> <li>I can talk about ways to keep healthy and safe.</li> <li>I know the importance for good health and physical exercise.</li> <li>I am sensitive to others' feelings.</li> <li>I play co-operatively, taking turns.</li> <li>I can talk about my own ideas and use them in response to a task.</li> <li>I understand and follow rules.</li> </ul> |
|            |   | Social     | Co-operation, taking turns, communication  |  |
|            |   | Emotional  | Confidence, determination  |  |
|            |   | Thinking   | Selecting and applying skills, creating sequences  |  |
| Y1         | Pupils learn to use space safely and effectively. They explore and develop basic gymnastic actions on the floor and using low apparatus. Basic skills of jumping, rolling, balancing and travelling are used individually and in combination to create movement phrases. Pupils are given opportunities to select their own actions to build short sequences and develop their confidence in performing. Pupils begin to understand the use of levels, directions and shapes when travelling and balancing. | Physical   | Travelling, shapes, balances, jumps, barrel roll, straight roll, progressions of a forward roll                | <ul style="list-style-type: none"> <li>I can link simple actions together to create a sequence.</li> <li>I can remember and repeat actions and shapes.</li> <li>I am confident to perform in front of others.</li> <li>I can recognise changes in my body when I do exercise.</li> <li>I can say what I liked about someone else's performance.</li> <li>I can use apparatus safely and wait for my turn.</li> <li>I can make my body tense, relaxed, stretched and curled.</li> </ul>   |
|            |   | Social     | Sharing, working safely,   |  |
|            |   | Emotional  | Confidence   |  |
|            |   | Thinking   | Observing and providing feedback, selecting and applying skills  |  |
| Y2         | Pupils learn explore and develop basic gymnastic actions on the floor and using apparatus. They develop gymnastic skills of jumping, rolling, balancing and travelling individually and in combination to create short sequences and movement phrases. Pupils develop an awareness of compositional devices when creating sequences to include the use of shapes, levels and  | Physical   | Shapes, balances, shape jumps, take-off and landing, travelling, barrel roll, straight roll, forwards roll     | <ul style="list-style-type: none"> <li>I can plan and repeat simple sequences of actions.</li> <li>I can perform the basic gymnastic actions with some control and balance.</li> <li>I am proud of my work and confident to perform in front of others.</li> <li>I can describe how my body feels during exercise.</li> <li>I am beginning to provide feedback using key words.</li> </ul>   |
|            |   | Social     | Sharing equipment, working safely  |  |
|            |   | Emotional  | Confidence, independence   |  |

|    |   |           |  |  |
|----|---|-----------|--|--|
|    | directions. They learn to work safely with and around others and whilst using apparatus. Pupils are given opportunities to provide feedback to others and recognise elements of high quality performance.   | Thinking  | Observing and providing feedback, selecting and applying skills  | <ul style="list-style-type: none"> <li>I can work safely with others and apparatus.</li> <li>I can use shapes when performing other skills.</li> <li>I can use directions and levels to make my work look interesting.</li> </ul>  |
| Y3 | Pupils focus on improving the quality of their gymnastic movements. They are introduced to the terms 'extension' and 'body tension.' They develop the basic skills of rolling, jumping and balancing and use them individually and in combination. Pupils develop their sequence work, collaborating with others to use matching and contrasting actions and shapes and develop linking sequences smoothly with actions that flow. Pupils develop their confidence to perform, considering the quality and control of their actions.  | Physical  | Individual point and patch balances, straight roll, barrel roll, forwards roll, straight jump, tuck jump, star jump, rhythmic gymnastics                   | <ul style="list-style-type: none"> <li>I can choose actions that flow well into one another.</li> <li>I can adapt sequences to suit different types of apparatus.</li> <li>I use a greater number of my own ideas for movements in response to a task.</li> <li>I can choose and plan sequences of contrasting actions.</li> <li>I can complete actions with increasing balance and control.</li> <li>I understand the benefits of exercise.</li> <li>I can provide feedback using key words.</li> <li>With help, I can recognise how performances could be improved.</li> <li>I can move in unison with a partner.</li> </ul>   |
|    |   | Social    | Collaboration, communication, respect  |  |
|    |   | Emotional | Confidence   |  |
|    |   | Thinking  | Observing and providing feedback, selecting and applying skills, evaluating and improving  |  |
| Y4 | Pupils create more complex sequences. They learn a wider range of travelling actions and include the use of pathways. They develop more advanced actions such as inverted movements and explore ways to include apparatus. They will demonstrate control in their behaviour to create a safe environment for themselves and others to work in. They work independently and in collaboration with a partner to create and develop sequences. Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances. In gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions. | Physical  | Individual and partner balances, jumps using rotation, straight roll, barrel roll, forward roll, straddle roll, bridge, shoulder stand                     | <ul style="list-style-type: none"> <li>I can plan and perform sequences with a partner that include a change of level and shape.</li> <li>I understand how body tension can improve the control and quality of my movements.</li> <li>I can explain what happens to my body when I exercise and how this helps to make me healthy.</li> <li>I can identify some muscle groups used in gymnastic activities.</li> <li>I can watch, describe and suggest possible improvements to others' performances and my own.</li> <li>I can provide feedback using appropriate language relating to the lesson.</li> <li>I can safely perform balances individually and with a partner.</li> </ul>   |
|    |   | Social    | Collaboration, communication, respect, responsibility  |  |
|    |   | Emotional | Confidence   |  |
|    |   | Thinking  | Observing and providing feedback, selecting and applying skills, evaluating and improving  |  |
| Y5 | Pupils create longer sequences individually, with a partner and a small group. They learn a wider range of actions such as inverted movements to include cartwheels and handstands. They explore partner relationships such as canon and synchronisation and matching and mirroring. Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances. In Gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.  | Physical  | Symmetrical and asymmetrical balances, straight roll, forward roll, backward roll, straddle roll, cartwheel, bridge, shoulder stand, handstand             | <ul style="list-style-type: none"> <li>I can use strength and flexibility to improve the quality of a performance.</li> <li>I can create and perform sequences using apparatus, individually and with a partner.</li> <li>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.</li> <li>I can use set criteria to make simple judgments about performances and suggest ways they could be improved.</li> <li>I can use feedback provided to improve my work.</li> <li>I can work safely when learning a new skill to keep myself and others safe.</li> <li>I can lead a partner through short warm-up routines.</li> </ul>   |
|    |   | Social    | Collaboration, communication, respect, responsibility  |  |
|    |   | Emotional | Confidence   |  |
|    |   | Thinking  | Observing and providing feedback, selecting and applying skills, evaluating and improving  |  |
| Y6 | Pupils use their knowledge of compositional principles e.g. how to use variations in level, direction and pathway, how to combine and link actions, how to relate to a partner and apparatus, when developing sequences. They build trust when working collaboratively in larger groups, using formations to improve the aesthetics of their performances. Pupils are given opportunities to receive and provide feedback in order to make improvements on performances. In Gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.  | Physical  | Straddle roll, forward roll, backward roll, counterbalance, countertension, group balances, cartwheel, bridge, shoulder stand, handstand, headstand, vault | <ul style="list-style-type: none"> <li>I can combine and perform gymnastic actions, shapes and balances with control and fluency.</li> <li>I can create and perform sequences using compositional devices to improve the quality.</li> <li>I can work collaboratively with others to create a sequence.</li> <li>I understand what counter balance and counter tension is and can show examples with a partner.</li> <li>I understand that there are different areas of fitness and how this helps me in different activities.</li> <li>I can use appropriate language to evaluate and refine my own and others' work.</li> <li>I can use feedback provided to improve the quality of my work.</li> <li>I understand how to work safely when learning a new skill.</li> <li>I can lead a small group through a short warm-up routine.</li> </ul> |
|    |   | Social    | Collaboration, communication, respect, responsibility  |  |
|    |   | Emotional | Confidence   |  |
|    |   | Thinking  | Observing and providing feedback, selecting and applying skills, evaluating and improving  |  |

| Hockey | Overview  | Key Skills |  | Assessment   |
|--------|---|------------|--|--|
| Y3     | Pupils will learn to contribute to the game by helping to keep possession of the ball, use simple attacking tactics using sending, receiving and dribbling a ball. They will start by playing uneven and then move onto even sided games. They will begin to think about defending and winning the ball. Pupils will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition. Pupils will understand the importance of playing fairly and keeping to the rules. They will be encouraged to be a supportive teammate and identify why this behaviour is important. | Physical   | Dribbling, passing, receiving, intercepting, tackling                                    | <ul style="list-style-type: none"> <li>I can dribble, pass, receive and shoot the ball with some control.</li> <li>I can find space away from others and near to my goal.</li> <li>I can move with a ball towards goal with increasing control.</li> <li>I can track an opponent to slow them down.</li> <li>I understand the benefits of exercise.</li> <li>I work cooperatively with my group to self-manage games.</li> <li>I can provide feedback using key words.</li> <li>I understand my role as an attacker and as a defender.</li> <li>I am learning the rules of the game and I am beginning to use them to play fairly.</li> <li>I am beginning to use simple tactics.</li> </ul>   |
|        |   | Social     | Communication, collaboration, inclusion  |  |
|        |   | Emotional  | Honesty, perseverance, empathy   |  |
|        |   | Thinking   | Planning strategies and using tactics, observing and providing feedback, decision making |  |
| Y4     | Pupils will learn to contribute to the game by helping to keep possession of the ball, use simple attacking tactics using sending, receiving and dribbling a ball. They will start by playing uneven and then move onto even sided games. They will begin to think about defending and winning the ball. Pupils will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition. Pupils will understand the importance of playing fairly and keeping to the rules. They will be encouraged to be a supportive teammate and identify why this behaviour is important. | Physical   | Dribbling, passing, receiving, intercepting, tackling                                    | <ul style="list-style-type: none"> <li>I can dribble, pass, receive and shoot the ball with increasing control.</li> <li>I can move to space to help my team to keep possession and score goals.</li> <li>I can delay an opponent and help to prevent the other team from scoring.</li> <li>I can explain what happens to my body when I exercise and how this helps to make me healthy.</li> <li>I share ideas and work with others to manage our game.</li> <li>I can provide feedback using key terminology and understand what I need to do to improve.</li> <li>I am learning the rules of the game and I am beginning to use them to play honestly and fairly.</li> <li>I can use simple tactics to help my team score or gain possession.</li> </ul>  |
|        |   | Social     | Communication, collaboration, inclusion  |  |
|        |   | Emotional  | Honesty, perseverance, empathy   |  |
|        |   | Thinking   | Planning strategies and using tactics, observing and providing feedback, decision making |  |
| Y5     | Pupils will improve their defending and attacking play, developing further knowledge of the principles and tactics of each. Pupils will begin to develop consistency and control in dribbling, passing and receiving a ball. They will also learn the basics of goalkeeping. Pupils will evaluate their own and other's performances, suggesting improvements. They will learn the importance of playing games fairly, abiding by the rules of the game and being respectful of their teammates, opponents and referees.  | Physical   | Dribbling, passing, ball control, tracking, jockeying, turning, goalkeeping              | <ul style="list-style-type: none"> <li>I can dribble, pass, receive and shoot the ball with some control under pressure.</li> <li>I understand there are different skills for different situations and I am beginning to apply this.</li> <li>I can communicate with my team and move into space to keep possession and score.</li> <li>I can often make the correct decision of who to pass to and when.</li> <li>I can use tracking, tackling and intercepting when playing in defence.</li> <li>I can identify how different activities can benefit my physical health.</li> <li>I can identify when I was successful and what I need to do to improve.</li> <li>I can use feedback provided to improve my work.</li> <li>I know what position I am playing in and how to contribute when attacking and defending.</li> <li>I understand the rules of the game and I can apply them honestly most of the time.</li> <li>I understand the need for tactics and can identify when to use them in different situations.</li> </ul> |
|        |   | Social     | Communication, collaboration, cooperation, respect                                       |  |
|        |   | Emotional  | Honesty, perseverance  |  |
|        |   | Thinking   | Selecting and applying tactics, decision making  |  |
| Y6     | Pupils will improve their defending and attacking play, developing further knowledge of the principles and tactics of each. Pupils will begin to develop consistency and control in dribbling, passing and receiving a ball. They will also learn the basics of goalkeeping. Pupils will evaluate their own and other's performances, suggesting improvements. They will learn the importance of playing games fairly, abiding by the rules of the game and being respectful of their teammates, opponents and referees.  | Physical   | Dribbling, passing, ball control, tracking, jockeying, turning, goalkeeping              | <ul style="list-style-type: none"> <li>I can dribble, pass, receive and shoot the ball with increasing control under pressure.</li> <li>I can select the appropriate action for the situation and make this decision quickly.</li> <li>I can create and use space to help my team.</li> <li>I can use marking, tackling and/or interception to improve my defence.</li> <li>I understand that there are different areas of fitness and how this helps me in different activities.</li> <li>I can work in collaboration with others so that games run smoothly.</li> <li>I recognise my own and others strengths and areas for development and can suggest ways to improve.</li> <li>I can use feedback provided to improve the quality of my work.</li> <li>I can use the rules of the game consistently to play honestly and fairly.</li> <li>I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.</li> </ul>   |
|        |   | Social     | Communication, collaboration, cooperation, respect                                       |  |
|        |   | Emotional  | Honesty, perseverance  |  |
|        |   | Thinking   | Selecting and applying tactics, decision making  |  |



| Introduction to PE | Overview   | Key Skills |  | Assessment  |
|--------------------|--|------------|--|---|
| EYFS               | Children will be introduced to Physical Education. They will spend time learning basic principles of a PE lesson such as finding space, freezing on command, using and sharing equipment and working individually, with a partner and group. They will take part in activities, which will develop fundamental movement skills such as running, jumping, skipping. Children will also play simple games and begin to understand and use rules. | Physical   | Moving safely, running, jumping, throwing, catching, following a path, rolling       | <ul style="list-style-type: none"><li>• I am confident to try new activities.</li><li>• I ask for help if needed.</li><li>• I can handle equipment effectively.</li><li>• I can move confidently in a range of ways.</li><li>• I can safely negotiate space.</li><li>• I can show good control and co-ordination in small and large movements.</li><li>• I can talk about ways to keep healthy and safe.</li><li>• I know the importance for good health and physical exercise.</li><li>• I am sensitive to others' feelings.</li><li>• I play co-operatively, taking turns.</li><li>• I can talk about my own ideas and use them in response to a task.</li><li>• I understand and follow rules.</li></ul> |
|                    |  | Social     | Sharing, taking turns, leadership, encouraging and supporting others, responsibility |   |
|                    |  | Emotional  | Perseverance, confidence, honesty and fair play                                      |   |
|                    |  | Thinking   | Decision making, selecting and applying actions, understanding and using rules       |   |

| Invasion | Overview   | Key Skills |  | Assessment  |
|----------|--|------------|--|---|
| Y1       | Pupils develop the basic skills required in invasion games such as sending, receiving and dribbling a ball. They develop their understanding of attacking and defending and what being 'in possession' means. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and how to play to the rules. They work independently, with a partner and in a small group and begin to self-manage their own games, showing respect and kindness towards their teammates and opponents. | Physical   | Throwing, catching, kicking, dribbling with hands and feet, dodging, finding space   | <ul style="list-style-type: none"><li>• I am beginning to dribble a ball with my hands and feet.</li><li>• I can send and receive a ball with hands and feet.</li><li>• I can change direction to move away from a defender.</li><li>• I can recognise space when playing games.</li><li>• I move my feet to stay with another player when defending.</li><li>• I recognise changes in my body when I do exercise.</li><li>• I can use simple rules to play fairly.</li><li>• I understand when I am a defender and when I am an attacker.</li><li>• I know when I am successful.</li></ul>   |
|          |  | Social     | Co-operation, communication, supporting and encouraging others, respect and kindness |   |
|          |  | Emotional  | Honesty, fair play, managing emotions  |   |
|          |  | Thinking   | Connecting information, decision making, recalling information                       |   |
| Y2       | Pupils develop the basic skills required in invasion games such as sending, receiving and dribbling a ball. They develop their understanding of attacking and defending and what being 'in possession' means. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and how to play to the rules. They work independently, with a partner and in a small group and begin to self-manage their own games, showing respect and kindness towards their teammates and opponents. | Physical   | Throwing, catching, kicking, dribbling with hands and feet, dodging, finding space   | <ul style="list-style-type: none"><li>• I can dribble a ball with my hands and feet with increasing control.</li><li>• I can send and receive a ball with increasing consistency with hands and feet.</li><li>• I can move with a ball towards my goal.</li><li>• I can find space away from others when playing games.</li><li>• I can stay close to another player to try to stop them from getting the ball.</li><li>• I can describe how my body feels during exercise.</li><li>• I understand the rules and can use them to keep a game going.</li><li>• I understand what to do when I am an attacker and a defender.</li><li>• I am beginning to provide feedback using key words.</li></ul> |
|          |  | Social     | Co-operation, communication, supporting and encouraging others, respect and kindness |   |
|          |  | Emotional  | Honesty, fair play, managing emotions  |   |
|          |  | Thinking   | Connecting information, decision making, recalling information                       |   |

| Net and Wall | Overview   | Key Skills |   | Assessment   |
|--------------|--|------------|---|--|
| Y1           | Pupils will be introduced to the basic skills required in Net and Wall games. Pupils will learn the importance of the ready position. They will develop throwing, catching and racket skills, learning to track and hit a ball. They will learn to play against an opponent and over a net. They will begin to use rules and simple tactics when playing against a partner. They will be encouraged to demonstrate good sportsmanship and show respect towards others. | Physical   | Throwing, catching, hitting a ball, tracking a ball                         | <ul style="list-style-type: none"> <li>I can hit a ball using a racket.</li> <li>I can throw a ball to land over the net and into the court area.</li> <li>I can use a ready position to move to the ball.</li> <li>I can track balls and other equipment sent to me.</li> <li>I recognise changes in my body when I do exercise.</li> <li>I know how to score points.</li> <li>I show honesty and fair play when playing against an opponent.</li> </ul>  |
|              |  | Social     | Respect, communication  |  |
|              |  | Emotional  | Honesty and fair play, determination  |  |
|              |  | Thinking   | Decision making, using simple tactics, recalling information, comprehension |  |
| Y2           | Pupils will be introduced to the basic skills required in Net and Wall games. Pupils will learn the importance of the ready position. They will develop throwing, catching and racket skills, learning to track and hit a ball. They will learn to play against an opponent and over a net. They will begin to use rules and simple tactics when playing against a partner. They will be encouraged to demonstrate good sportsmanship and show respect towards others. | Physical   | Throwing, catching, hitting a ball, tracking a ball                         | <ul style="list-style-type: none"> <li>I can hit a ball over the net and into the court area.</li> <li>I can throw accurately to a partner.</li> <li>I can defend space on my court using the ready position.</li> <li>I can describe how my body feels during exercise.</li> <li>I can use simple tactics to make it difficult for an opponent.</li> <li>I know how to score points and can remember the score.</li> <li>I show good sportsmanship when playing against an opponent.</li> </ul> |
|              |  | Social     | Respect, communication  |  |
|              |  | Emotional  | Honesty and fair play, determination  |  |
|              |  | Thinking   | Decision making, using simple tactics, recalling information, comprehension |  |

| Netball | Overview   | Key Skills |   | Assessment   |
|---------|--|------------|---|--|
| Y3      | Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, throwing, catching and shooting. They will learn to use a range of different passes in different situations to keep possession and attack towards goal. Pupils will learn about defending and attacking play as they begin to play even-sided versions of 5-a-side Netball. They will learn key rules of the game such as footwork, held ball, contact and obstruction. | Physical   | Passing, catching, footwork, intercepting, shooting, dodging            | <ul style="list-style-type: none"> <li>I can pass, receive and shoot the ball with some control.</li> <li>I can communicate with my team and move into space to support them.</li> <li>I can move with a ball towards goal with increasing control.</li> <li>I can defend an opponent and try to win the ball.</li> <li>I understand the benefits of exercise.</li> <li>I work cooperatively with my group to self-manage games.</li> <li>I can provide feedback using key words.</li> <li>I understand my role as an attacker and as a defender.</li> <li>I am learning the rules of the game and I am beginning to use them to play honestly and fairly.</li> <li>I am beginning to use simple tactics.</li> </ul>             |
|         |  | Social     | Working safely, communication, collaboration                            |  |
|         |  | Emotional  | Honesty, perseverance   |  |
|         |  | Thinking   | Planning strategies and using tactics, observing and providing feedback |  |
| Y4      | Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, throwing, catching and shooting. They will learn to use a range of different passes in different situations to keep possession and attack towards goal. Pupils will learn about defending and attacking play as they begin to play even-sided versions of 5-a-side Netball. They will learn key rules of the game such as footwork, held ball, contact and obstruction. | Physical   | Passing, catching, footwork, intercepting, shooting, dodging            | <ul style="list-style-type: none"> <li>I can pass, receive and shoot the ball with increasing control.</li> <li>I can move to space to help my team to keep possession and score goals.</li> <li>I can defend one on one and know when to win the ball.</li> <li>I can explain what happens to my body when I exercise and how this helps to make me healthy.</li> <li>I share ideas and work with others to manage our game.</li> <li>I can provide feedback using key terminology and understand what I need to do to improve.</li> <li>I am learning the rules of the game and I am beginning to use them to play honestly and fairly.</li> <li>I can use simple tactics to help my team score or gain possession.</li> </ul> |
|         |  | Social     | Working safely, communication, collaboration                            |  |
|         |  | Emotional  | Honesty, perseverance   |  |
|         |  | Thinking   | Planning strategies and using tactics, observing and providing feedback |  |

|    |   |           |  |   |
|----|---|-----------|--|---|
| Y5 | Pupils will develop defending and attacking play during even-sided 5-a-side netball. Pupils will learn to use a range of different passes to keep possession and attack towards a goal. Pupils will be encouraged to work collaboratively to think about how to use skills, strategies and tactics to outwit the opposition. They will start to show control and fluency when passing, receiving and shooting the ball. They will learn key rules of the game such as footwork, held ball, contact and obstruction. Pupils also develop their understanding of the importance of fair play and honesty while self managing games. | Physical  | Passing, catching, footwork, intercepting, shooting                                      | <ul style="list-style-type: none"> <li>I can pass, receive and shoot the ball with some control under pressure.</li> <li>I understand there are different skills for different situations and I am beginning to apply this.</li> <li>I can communicate with my team and move into space to keep possession and score.</li> <li>I can often make the correct decision of who to pass to and when.</li> <li>I can stay with an opponent and I confident to attempt to intercept.</li> <li>I can identify how different activities can benefit my physical health.</li> <li>I can identify when I was successful and what I need to do to improve.</li> <li>I can use feedback provided to improve my work.</li> <li>I know what position I am playing in and how to contribute when attacking and defending.</li> <li>I understand the rules of the game and I can apply them honestly most of the time.</li> <li>I understand the need for tactics and can identify when to use them in different situations.</li> </ul> |
|    |   | Social    | Communication, collaboration   |   |
|    |   | Emotional | Honesty, perseverance  |   |
|    |   | Thinking  | Planning strategies and using tactics, observing and providing feedback, decision making |   |
| Y6 | Pupils will develop defending and attacking play during even-sided 5-a-side netball. Pupils will learn to use a range of different passes to keep possession and attack towards a goal. Pupils will be encouraged to work collaboratively to think about how to use skills, strategies and tactics to outwit the opposition. They will start to show control and fluency when passing, receiving and shooting the ball. They will learn key rules of the game such as footwork, held ball, contact and obstruction. Pupils also develop their understanding of the importance of fair play and honesty while self managing games. | Physical  | Passing, catching, footwork, intercepting, shooting                                      | <ul style="list-style-type: none"> <li>I can pass, receive and shoot the ball with increasing control under pressure.</li> <li>I can select the appropriate action for the situation and make this decision quickly.</li> <li>I can create and use space to help my team.</li> <li>I can use marking, and/or interception to improve my defence.</li> <li>I understand that there are different areas of fitness and how this helps me in different activities.</li> <li>I can work in collaboration with others so that games run smoothly.</li> <li>I recognise my own and others strengths and areas for development and can suggest ways to improve.</li> <li>I can use feedback provided to improve the quality of my work.</li> <li>I can use the rules of the game consistently to play honestly and fairly.</li> <li>I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.</li> </ul>  |
|    |   | Social    | Communication, collaboration   |   |
|    |   | Emotional | Honesty, perseverance  |   |
|    |   | Thinking  | Planning strategies and using tactics, observing and providing feedback, decision making |   |

| Rounders | Overview   | Key Skills |  | Assessment  |
|----------|--|------------|--|---|
| Y3       | Pupils learn how to score points by striking a ball into space and running around cones or bases. When fielding, they learn how to play in different fielding roles. They focus on developing their throwing, catching and batting skills. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against. | Physical   | Underarm and overarm throwing, catching, tracking a ball, fielding a ball, batting | <ul style="list-style-type: none"> <li>I am able to bowl a ball towards a target.</li> <li>I am beginning to strike a bowled ball.</li> <li>I can use overarm and underarm throwing and catching skills.</li> <li>I am learning the rules of the game and I am beginning to use them.</li> <li>I am developing an understanding of tactics and I am beginning to use them in game situations.</li> <li>I understand the benefits of exercise.</li> <li>I can provide feedback using key words.</li> <li>I work cooperatively with my group to self-manage games.</li> <li>I understand the aim of the game.</li> </ul>  |
|          |  | Social     | Communication, collaboration, respect, supporting and encouraging others           |   |
|          |  | Emotional  | Honesty and fair play, confident to take risks, managing emotions                  |   |
|          |  | Thinking   | Observing and providing feedback, decision making, using tactics                   |   |
| Y4       | Pupils learn how to score points by striking a ball into space and running around cones or bases. When fielding, they learn how to play in different fielding roles. They focus on developing their throwing, catching and batting skills. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against. | Physical   | Underarm and overarm throwing, catching, tracking a ball, fielding a ball, batting | <ul style="list-style-type: none"> <li>I am able to bowl a ball with some accuracy, and consistency.</li> <li>I can strike a bowled ball with adapted equipment (e.g. a tennis racket).</li> <li>I can use overarm and underarm throwing and catching skills with increasing accuracy.</li> <li>I am learning the rules of the game and I am beginning to use them to play honestly and fairly.</li> <li>I can communicate with my teammates to apply simple tactics.</li> <li>I can explain what happens to my body when I exercise and how this helps to make me healthy.</li> <li>I can provide feedback using key terminology and understand what I need to do to improve.</li> <li>I share ideas and work with others to manage our game.</li> </ul> |
|          |  | Social     | Communication, collaboration, respect, supporting and encouraging others           |   |
|          |  | Emotional  | Honesty and fair play, confident to take risks, managing emotions                  |   |
|          |  | Thinking   | Observing and providing feedback, decision making, using tactics                   |   |

|           |   |           |  |  |
|-----------|---|-----------|--|--|
| <b>Y5</b> | Pupils develop the quality and consistency of their fielding skills and understanding of when to use them such as throwing underarm and overarm, catching and retrieving a ball. They learn how to play the different roles of bowler, backstop, fielder and batter and to apply tactics in these positions. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils work with a partner and group to organise and self-manage their own games. Pupils play with honesty and fair play when playing competitively. | Physical  | Throwing and catching tracking, fielding and retrieving a ball, batting  | <ul style="list-style-type: none"> <li>I am beginning to strike a ball with a rounders bat.</li> <li>I am developing a wider range of fielding skills and I am beginning to use these under some pressure.</li> <li>I understand there are different skills for different situations and I am beginning to use this.</li> <li>I understand the rules of the game and I can apply them honestly most of the time.</li> <li>I understand the need for tactics and can identify when to use them in different situations.</li> <li>I can identify how different activities can benefit my physical health.</li> <li>I can identify when I was successful and what I need to do to improve.</li> <li>I can use feedback provided to improve my work.</li> <li>I can work co-operatively with others to manage our game.</li> </ul> |
|           |   | Social    | Organising and self-managing games, respect, supporting and encouraging others, communicating ideas and reflecting with others |  |
|           |   | Emotional | Honesty and fair play, confident to take risks, managing emotions  |  |
|           |   | Thinking  | Using tactics, identifying how to improve, selecting skills  |  |
| <b>Y6</b> | Pupils develop the quality and consistency of their fielding skills and understanding of when to use them such as throwing underarm and overarm, catching and retrieving a ball. They learn how to play the different roles of bowler, backstop, fielder and batter and to apply tactics in these positions. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils work with a partner and group to organise and self-manage their own games. Pupils play with honesty and fair play when playing competitively. | Physical  | Throwing and catching tracking, fielding and retrieving a ball, batting  | <ul style="list-style-type: none"> <li>I can strike a bowled ball with increasing consistency.</li> <li>I can use a wider range of skills with increasing control under pressure.</li> <li>I can use the rules of the game consistently to play fairly.</li> <li>I understand and can apply some tactics in the game as a batter, bowler and fielder.</li> <li>I understand that there are different areas of fitness and how this helps me in different activities.</li> <li>I recognise my own and others strengths and areas for development and can suggest ways to improve.</li> <li>I can use feedback provided to improve the quality of my work.</li> <li>I can work in collaboration with others so that games run smoothly.</li> <li>I can work collaboratively with others to get batters out.</li> </ul>           |
|           |   | Social    | Organising and self-managing games, respect, supporting and encouraging others, communicating ideas and reflecting with others |  |
|           |   | Emotional | Honesty and fair play, confident to take risks, managing emotions  |  |
|           |   | Thinking  | Using tactics, identifying how to improve, selecting skills  |  |

| <b>Sending and Receiving</b> | <b>Overview</b>  | <b>Key Skills</b> |   | <b>Assessment</b>  |
|------------------------------|--|-------------------|---|--|
| <b>Y1</b>                    | Pupils will develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. They will also use equipment to send and receive a ball. Pupils will be given opportunities to work with a range of different sized balls. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by rules to keep themselves and others safe. | Physical          | Rolling, kicking, throwing, catching, tracking  | <ul style="list-style-type: none"> <li>I am beginning to send and receive a ball using a piece of equipment.</li> <li>I am beginning to send and receive a ball with my feet.</li> <li>I can catch a ball after one bounce.</li> <li>I can roll a ball towards a target.</li> <li>I can throw a ball to a partner.</li> <li>I can track a ball that is coming towards me.</li> <li>I can work co-operatively with a partner.</li> <li>I can recognise changes in my body when I do exercise.</li> </ul>  |
|                              |  | Social            | Cooperation, communication, keeping others safe |  |
|                              |  | Emotional         | Perseverance, challenging myself                |  |
|                              |  | Thinking          | Identifying how to improve, transferring skills |  |
| <b>Y2</b>                    | Pupils will develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. They will also use equipment to send and receive a ball. Pupils will be given opportunities to work with a range of different sized balls. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by rules to keep themselves and others safe. | Physical          | Rolling, kicking, throwing, catching, tracking  | <ul style="list-style-type: none"> <li>I am beginning to trap and cushion a ball that is coming towards me.</li> <li>I can accurately kick a ball to a partner.</li> <li>I can catch a ball passed to me, with and without a bounce.</li> <li>I can roll a ball to hit a target.</li> <li>I can accurately throw a ball to a partner.</li> <li>I can track a ball and stop it using my hands and feet.</li> <li>I am beginning to provide feedback using key words.</li> <li>I can work safely to send a ball towards a partner using a piece of equipment.</li> <li>I can describe how my body feels during exercise.</li> <li>I can work co-operatively with a partner and a small group.</li> </ul> |
|                              |  | Social            | Cooperation, communication, keeping others safe |  |
|                              |  | Emotional         | Perseverance, challenging myself                |  |
|                              |  | Thinking          | Identifying how to improve, transferring skills |  |



| Striking and Fielding | Overview   | Key Skills |   | Assessment  |
|-----------------------|--|------------|---|---|
| Y1                    | Pupils develop their basic understanding of striking and fielding games such as Rounders and Cricket. They learn skills including throwing and catching, stopping a rolling ball, retrieving a ball and striking a ball. They are given opportunities to play one against one, one against two, and one against three. They learn how to score points and how to use simple tactics. They learn the rules of the games and use these to play fairly. They show respect towards others when playing competitively and develop communication skills. | Physical   | Throwing, catching, retrieving a ball, tracking a ball, striking a ball   | <ul style="list-style-type: none"> <li>I can catch a beanbag and a medium-sized ball.</li> <li>I can roll a ball towards a target.</li> <li>I can strike a ball using my hand.</li> <li>I can track a ball that is coming towards me.</li> <li>I understand the rules and I am beginning to use these to play fairly.</li> <li>I can recognise changes in my body when I do exercise.</li> <li>I say what I liked about someone else's performance.</li> <li>I show honesty and fair play when playing against an opponent.</li> <li>I know how to score points.</li> </ul>   |
|                       |  | Social     | Communication, supporting and encouraging others, consideration of others |   |
|                       |  | Emotional  | Perseverance, honesty and fair play                                       |   |
|                       |  | Thinking   | Using tactics, selecting and applying skills, decision making             |   |
| Y2                    | Pupils develop their basic understanding of striking and fielding games such as Rounders and Cricket. They learn skills including throwing and catching, stopping a rolling ball, retrieving a ball and striking a ball. They are given opportunities to play one against one, one against two, and one against three. They learn how to score points and how to use simple tactics. They learn the rules of the games and use these to play fairly. They show respect towards others when playing competitively and develop communication skills. | Physical   | Throwing, catching, retrieving a ball, tracking a ball, striking a ball   | <ul style="list-style-type: none"> <li>I am developing underarm and overarm throwing skills.</li> <li>I can roll a ball to hit a target.</li> <li>I can sometimes hit a ball using a racket.</li> <li>I can track a ball and collect it.</li> <li>I understand the rules of the game and can use these to play fairly in a small group.</li> <li>I can use simple tactics.</li> <li>I can describe how my body feels during exercise.</li> <li>I am beginning to provide feedback using key words.</li> <li>I know how to score points and can remember the score.</li> </ul> |
|                       |  | Social     | Communication, supporting and encouraging others, consideration of others |   |
|                       |  | Emotional  | Perseverance, honesty and fair play                                       |   |
|                       |  | Thinking   | Using tactics, selecting and applying skills, decision making             |   |

| Swimming   | Overview  | Key Skills |  | Assessment   |
|------------|---|------------|--|--|
| Beginners  | This unit is aimed at beginner swimmers. In this unit pupils will learn about water safety and enjoy being in the water. They will learn how to travel, float and submerge with increasing confidence. Pupils will begin to learn to use legs and arms to propel them. Pupils will be given the opportunity to work independently and with others. They will develop confidence to persevere with new and challenging situations. | Physical   | Float, travel, submerge, kick with legs, pull with arms, glide   | <b>Easier</b> <ul style="list-style-type: none"> <li>I can explain a pool rule that helps me to stay safe.</li> <li>I can float on my front and back.</li> <li>I can move and submerge confidently in the water.</li> <li>I can swim over a distance of 10m with a buoyancy aid.</li> <li>I know and can demonstrate what to do if I fall into water.</li> </ul> <b>Harder</b> <ul style="list-style-type: none"> <li>I can begin to use arms and legs together to move effectively across the water.</li> <li>I can demonstrate what to do if I fall into water.</li> <li>I can float on my front and back.</li> <li>I can glide on both front and back.</li> <li>I can roll from my front to my back and then regain a standing position.</li> <li>I can swim over a distance of 10m unaided.</li> <li>I know several pool rules and can explain how they help me to stay safe.</li> </ul> |
|            |   | Social     | Cooperation, supporting others   |  |
|            |   | Emotional  | Confidence, determination, challenging myself  |  |
|            |   | Thinking   | Using tactics, creating actions  |  |
| Developers | This unit is aimed at developing swimmers. In this unit, pupils will be introduced to specific swimming strokes on their front and on their back. They will learn how to travel, float and submerge with increasing confidence. They will learn and use different kicking and arm actions. Pupils will be given opportunities to observe others and provide feedback. They  | Physical   | Submersion, floating, gliding, front crawl, backstroke, breaststroke, rotation, sculling, treading water, handstands, surface dives, H.E.L.P and huddle position | <ul style="list-style-type: none"> <li>I can swim competently, confidently and proficiently over a distance of at least 25 metres.</li> <li>I can perform safe self-rescue in different water-based situations.</li> <li>I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].</li> </ul>  |
|            |   | Social     | Communication, supporting and encouraging others, keeping myself and others safe   |  |

|                     |   |           |   |   |
|---------------------|---|-----------|---|---|
|                     | will also be introduced to some personal survival skills and how to stay safe around water.   | Emotional | Confidence  |   |
|                     |   | Thinking  | Comprehension, planning tactics   |   |
| <b>Intermediate</b> | This unit is aimed at intermediate swimmers. Pupils focus on swimming more fluently and with increased confidence and control. Pupils work to improve their swimming strokes, learn personal survival techniques and how to stay safe around water. Pupils have to keep afloat and propel themselves through the water. Pupils are given the opportunity to be creative, designing their own personal survival course and creating a synchronised swimming sequence. Pupils take part in team games, collaborating and communicating with others. | Physical  | Rotation, sculling, treading water, gliding, front crawl, backstroke, breaststroke, surface dives, floating, H.E.L.P and huddle positions | <ul style="list-style-type: none"> <li>I can swim competently, confidently and proficiently over a distance of at least 25 metres.</li> <li>I can perform safe self-rescue in different water-based situations.</li> <li>I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].</li> </ul> |
|                     |   | Social    | Communication, supporting and encouraging others  |   |
|                     |   | Emotional | Determination   |   |
|                     |   | Thinking  | Creating, decision making, using tactics  |   |

| Tag Rugby | Overview  | Key Skills |  | Assessment  |
|-----------|---|------------|--|---|
| <b>Y3</b> | Pupils will learn to keep possession of the ball using attacking skills. They will play uneven and then even sided games, developing strategies and social skills to self-manage games. Pupils will understand the importance of playing fairly and keeping to the rules. Pupils will think about how to use skills, strategies and tactics to outwit the opposition. They will learn how to evaluate their own and others' performances and suggest improvements.  | Physical   | Passing, catching, dodging, tagging, scoring   | <ul style="list-style-type: none"> <li>I can pass and receive the ball with some control.</li> <li>I can communicate with my team and move into space to help them.</li> <li>I can move with a ball towards goal with increasing control.</li> <li>I can defend an opponent and attempt to tag them.</li> <li>I understand the benefits of exercise.</li> <li>I work cooperatively with my group to self-manage games.</li> <li>I can provide feedback using key words.</li> <li>I understand my role as an attacker and as a defender.</li> <li>I am learning the rules of the game and I am beginning to use them to play honestly.</li> </ul>  |
|           |   | Social     | Communication, collaboration, inclusion  |   |
|           |   | Emotional  | Honesty, perseverance, confidence  |   |
|           |   | Thinking   | Planning strategies and using tactics, observing and providing feedback                                |   |
| <b>Y4</b> | Pupils will learn to keep possession of the ball using attacking skills. They will play uneven and then even sided games, developing strategies and social skills to self-manage games. Pupils will understand the importance of playing fairly and keeping to the rules. Pupils will think about how to use skills, strategies and tactics to outwit the opposition. They will learn how to evaluate their own and others' performances and suggest improvements.  | Physical   | Passing, catching, dodging, tagging, scoring   | <ul style="list-style-type: none"> <li>I can pass and receive the ball with increasing control.</li> <li>I can help my team keep possession and score tries when I play in attack.</li> <li>I can delay an opponent and help prevent the other team from scoring.</li> <li>I can explain what happens to my body when I exercise and how this helps to make me healthy.</li> <li>I share ideas and work with others to manage our game.</li> <li>I can provide feedback using key terminology and understand what I need to do to improve.</li> <li>I am learning the rules of the game and I am beginning to use them to play honestly and fairly.</li> <li>I can use simple tactics to help my team score or gain possession.</li> </ul>  |
|           |   | Social     | Communication, collaboration, inclusion  |   |
|           |   | Emotional  | Honesty, perseverance, confidence  |   |
|           |   | Thinking   | Planning strategies and using tactics, observing and providing feedback, selecting and applying skills |   |
| <b>Y5</b> | Pupils will develop key skills and principles such as defending, attacking, throwing, catching, running and dodging. When attacking, pupils will support the ball carrier using width and drawing defence. When defending, pupils learn how to tag, how to track and slow down an opponent, working as a defensive unit. They will play collaboratively in both uneven and then even sided games. Pupils will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition. They develop their understanding of the importance of fair play and honesty while self managing games, as well as developing their ability to evaluate their own and others' performances. | Physical   | Throwing, catching, running, dodging, tagging, scoring   | <ul style="list-style-type: none"> <li>I can pass, receive and shoot the ball with some control under pressure.</li> <li>I can pass and receive the ball with some control under pressure.</li> <li>I understand there are different skills for different situations and I am beginning to apply this.</li> <li>I can communicate with my team and move into space to keep possession and score.</li> <li>I can often make the correct decision of who to pass to and when.</li> <li>I can tag opponents and close down space.</li> <li>I can identify how different activities can benefit my physical health.</li> <li>I can identify when I was successful and what I need to do to improve.</li> <li>I can use feedback provided to improve my work.</li> <li>I know what position I am playing in and how to contribute when attacking and defending.</li> </ul> |
|           |   | Social     | Communication, collaboration   |   |
|           |   | Emotional  | Honesty, perseverance, confidence  |   |
|           |   | Thinking   | Planning strategies and using tactics, observing and providing feedback, decision making               |   |

|    |   |   |  |  |
|----|---|---|--|--|
|    |   |   |  | <ul style="list-style-type: none"> <li>I understand the rules of the game and I can apply them honestly most of the time.</li> <li>I understand the need for tactics and can identify when to use them in different situations.</li> </ul>   |
| Y6 | Pupils will develop key skills and principles such as defending, attacking, throwing, catching, running and dodging. When attacking, pupils will support the ball carrier using width and drawing defence. When defending, pupils learn how to tag, how to track and slow down an opponent, working as a defensive unit. They will play collaboratively in both uneven and then even sided games. Pupils will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition. They develop their understanding of the importance of fair play and honesty while self managing games, as well as developing their ability to evaluate their own and others' performances. | Physical<br>Social<br>Emotional<br>Thinking | Throwing, catching, running, dodging, tagging, scoring, selecting and applying skills<br>Communication, collaboration<br>Honesty, perseverance, confidence<br>Planning strategies and using tactics, observing and providing feedback, decision making | <ul style="list-style-type: none"> <li>I can pass and receive the ball with increasing control under pressure.</li> <li>I can select the appropriate action for the situation and make this decision quickly.</li> <li>I can create and use space to help my team.</li> <li>I can tag opponents individually and when working within a unit.</li> <li>I understand that there are different areas of fitness and how this helps me in different activities.</li> <li>I can work in collaboration with others so that games run smoothly.</li> <li>I recognise my own and others strengths and areas for development and can suggest ways to improve.</li> <li>I can use feedback provided to improve the quality of my work.</li> <li>I can use the rules of the game consistently to play honestly and fairly.</li> <li>I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.</li> </ul> |

| Target Games | Overview  | Key Skills                                  |   | Assessment   |
|--------------|---|---|---|--|
| Y1           | Pupils will develop their aim using both underarm and overarm actions. Pupils will be given opportunities to select and apply the appropriate action for the target considering the size and distance of the challenge. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by rules to keep themselves and others safe. | Physical<br>Social<br>Emotional<br>Thinking | Underarm throwing, overarm throwing, aim, hand eye coordination.<br>Communication, supporting and encouraging others, leadership<br>Perseverance, honesty and fair play<br>Using tactics, selecting and applying skills, decision making.       | <ul style="list-style-type: none"> <li>I can use an underarm throw aiming towards a target. I can roll a ball towards a target.</li> <li>I can use an overarm throw aiming towards a target.</li> <li>I am beginning to select the appropriate throw for the target.</li> <li>I understand what good technique looks like.</li> <li>I can recognise changes in my body when I do exercise.</li> <li>I can work cooperatively with a partner.</li> </ul>  |
| Y2           | Pupils will develop their aim using both underarm and overarm actions. Pupils will be given opportunities to select and apply the appropriate action for the target considering the size and distance of the challenge. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by rules to keep themselves and others safe. | Physical<br>Social<br>Emotional<br>Thinking | Throwing, catching, retrieving a ball, tracking a ball, striking a ball<br>Communication, supporting and encouraging others, leadership<br>Perseverance, honesty and fair play<br>Using tactics, selecting and applying skills, decision making | <ul style="list-style-type: none"> <li>I can use an underarm throw to hit a target with some success.</li> <li>I can use an overarm throw to hit a target with some success.</li> <li>I am beginning to select the appropriate throw for the target.</li> <li>I understand what good technique looks like and can use key words in the feedback I provide.</li> <li>I can describe how my body feels during exercise.</li> <li>I can work cooperatively with a partner and a small group.</li> </ul> |

| Team Building /OAA | Overview   | Key Skills                                  |  | Assessment   |
|--------------------|--|---|--|--|
| Y1                 | Pupils develop their communication and problem solving skills. They work individually, in pairs and in small groups, learning to take turns, work collaboratively and lead each other. They are given the opportunity to discuss and plan their ideas. | Physical<br>Social<br>Emotional<br>Thinking | Balancing, travelling<br>Communication, sharing ideas, inclusion, encouraging and supporting others<br>Confidence, trust, honesty<br>Decision making, using tactics, providing instructions, planning, problem solving | <ul style="list-style-type: none"> <li>I can follow instructions.</li> <li>I can communicate simple instructions.</li> <li>I can suggest ideas to solve tasks.</li> <li>I can listen to others' ideas.</li> <li>I understand the rules of the game.</li> <li>I can work with a partner and a small group.</li> <li>I can follow a simple diagram/map.</li> </ul> |

|    |   |           |   |  |
|----|---|-----------|---|--|
| Y2 | Pupils develop their communication and problem-solving skills. They work individually, in pairs and in small groups. Throughout, there is an emphasis on teamwork. They learn to discuss, plan and reflect on ideas and strategies. They lead a partner whilst considering safety. Pupils have the opportunity to show honesty and fair play.   | Physical  | Balancing, travelling, jumping                          | <ul style="list-style-type: none"> <li>I can follow instructions carefully.</li> <li>I can share my ideas and listen to others to help to solve tasks.</li> <li>I can say when I was successful at solving challenges.</li> <li>I can work co-operatively with a partner and a small group.</li> <li>I show honesty and can play fairly.</li> <li>I understand how to use, follow and create a simple diagram/map.</li> </ul>  |
|    |   | Social    | Communication, listening inclusion, leading             |  |
|    |   | Emotional | Trust, honesty, fair play, acceptance                   |  |
|    |   | Thinking  | Decision making, planning, problem solving              |  |
| Y3 | Pupils develop problem solving skills through a range of challenges. Pupils work as a pair and small group to plan, solve, reflect and improve on strategies. They learn to be inclusive of others and work collaboratively to overcome challenges. Pupils learn to orientate a map, identify key symbols and follow routes.  | Physical  | Balance, running  | <ul style="list-style-type: none"> <li>I can follow and give instructions.</li> <li>I can listen to and am accepting of others' ideas.</li> <li>I can plan and attempt to apply strategies to solve problems.</li> <li>I can reflect on when I was successful at solving challenges and am beginning to understand why.</li> <li>I can work collaboratively with a partner and a small group.</li> <li>I am developing map reading skills.</li> </ul>  |
|    |   | Social    | Communication, teamwork, trust, inclusion, listening    |  |
|    |   | Emotional | Confidence  |  |
|    |   | Thinking  | Planning, map reading, decision making, problem solving |  |
| Y4 | Pupils develop problem solving skills through a range of challenges. Pupils work as a pair and small group to plan, solve, reflect and improve on strategies. They learn to be inclusive of others and work collaboratively to overcome challenges. Pupils learn to orientate a map, identify key symbols and follow routes.  | Physical  | Balance, running  | <ul style="list-style-type: none"> <li>I can accurately follow and give instructions.</li> <li>I can confidently communicate my ideas and listen to others.</li> <li>I can plan and apply strategies to solve problems.</li> <li>I can reflect on when and why I was successful at solving challenges.</li> <li>I can work collaboratively and effectively with a partner and a small group.</li> <li>I can identify key symbols on a map and use a key to help navigate around a grid.</li> </ul>   |
|    |   | Social    | Communication, teamwork, trust, inclusion, listening    |  |
|    |   | Emotional | Confidence  |  |
|    |   | Thinking  | Planning, map reading, decision making, problem solving |  |
| Y5 | Pupils develop teamwork skills through completion of a number of challenges. Pupils work individually, collaboratively in pairs and groups to solve problems. They are encouraged to be inclusive of others, share ideas to create strategies and plans to produce the best solution to a challenge. Pupils are also given the opportunity to lead a small group. Pupils learn to orientate and navigate using a map. | Physical  | Stamina, running  | <ul style="list-style-type: none"> <li>I can use critical thinking skills to approach a task.</li> <li>I can reflect on when I was successful at solving challenges and alter my methods in order to improve.</li> <li>I am inclusive of others and can share job roles.</li> <li>I can work effectively with a partner and a small group, sharing ideas and agreeing on a team strategy.</li> <li>I can navigate around a course using a map.</li> <li>I can orientate a map confidently.</li> </ul>  |
|    |   | Social    | Communication, teamwork, trust, inclusion, listening    |  |
|    |   | Emotional | Confidence  |  |
|    |   | Thinking  | Planning, map reading, decision making, problem solving |  |
| Y6 | Pupils develop teamwork skills through completion of a number of challenges. Pupils work individually, collaboratively in pairs and groups to solve problems. They are encouraged to be inclusive of others, share ideas to create strategies and plans to produce the best solution to a challenge. Pupils are also given the opportunity to lead a small group. Pupils learn to orientate and navigate using a map. | Physical  | Stamina, running  | <ul style="list-style-type: none"> <li>I can pool ideas within a group, selecting and applying the best method to solve a problem.</li> <li>I can use critical thinking skills to form ideas and strategies to solve challenges.</li> <li>I can reflect on when and how I successful at solving challenges and alter my methods in order to improve.</li> <li>I am inclusive of others, can share job roles and lead when necessary</li> <li>I can work effectively with a partner and a group to solve challenges.</li> <li>I can orientate a map efficiently to navigate around a course.</li> </ul> |
|    |   | Social    | Communication, teamwork, trust, inclusion, listening    |  |
|    |   | Emotional | Confidence  |  |
|    |   | Thinking  | Planning, map reading, decision making, problem solving |  |

| Tennis | Overview   | Key Skills |  | Assessment  |
|--------|--|------------|--|---|
| Y3     | Pupils develop the key skills required for tennis such as the ready position, racket control and hitting a ball. They learn how to score points and how to use skills, simple strategies and tactics to outwit the opposition. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules. | Physical   | Forehand, backhand, throwing, catching, ready position | <ul style="list-style-type: none"> <li>I can return a ball to a partner.</li> <li>I am learning the rules of the game and I am beginning to use them to play honestly.</li> <li>I understand the benefits of exercise.</li> <li>I can provide feedback using key words.</li> <li>I work cooperatively with my group to self-manage games.</li> <li>I can use basic racket skills.</li> <li>I understand the aim of the game.</li> </ul> |
|        |  | Social     | Respect, collaboration, supporting others              |   |
|        |  | Emotional  | Honesty, perseverance                                  |   |
|        |  | Thinking   | Decision making, using tactics, understanding rules    |   |



|    |   |           |  |   |
|----|---|-----------|--|---|
| Y4 | Pupils develop the key skills required for tennis such as the ready position, racket control and forehand and backhand ground strokes. Pupils learn how to score points and how to use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules.   | Physical  | Forehand, backhand, throwing, catching, ready position   | <ul style="list-style-type: none"> <li>I can sometimes play a continuous game.</li> <li>I am learning the rules of the game and I am beginning to use them to play honestly and fairly.</li> <li>I can communicate with my teammates to apply simple tactics.</li> <li>I can explain what happens to my body when I exercise and how this helps to make me healthy.</li> <li>I can provide feedback using key terminology and understand what I need to do to improve.</li> <li>I share ideas and work with others to manage our game.</li> <li>I can use a range of basic racket skills.</li> <li>I can return to the ready position to defend my own court.</li> </ul>  |
|    |   | Social    | Respect, collaboration, supporting others  |   |
|    |   | Emotional | Honesty, perseverance  |   |
|    |   | Thinking  | Decision making, selecting and applying skills and tactics, understanding rules                            |   |
| Y5 | Pupils develop their competencies in racket skills when playing Tennis. They learn specific skills such as a forehand, backhand, volley and underarm serve. Pupils are given opportunities to work cooperatively with others and show honesty and fair play when abiding by the rules. Pupils develop their tactical awareness, learning how to outwit an opponent.   | Physical  | Forehand groundstroke, backhand groundstroke, forehand volley, backhand volley, underarm serve             | <ul style="list-style-type: none"> <li>I am developing a wider range of skills and I am beginning to use these under some pressure.</li> <li>I understand the rules of the game and I can apply them honestly most of the time.</li> <li>I understand the need for tactics and can identify when to use them in different situations.</li> <li>I can identify how different activities can benefit my physical health.</li> <li>I can identify when I was successful and what I need to do to improve.</li> <li>I can use feedback provided to improve my work.</li> <li>I can work co-operatively with others to manage our game.</li> <li>I understand there are different skills for different situations and I am beginning to apply this.</li> <li>I can play cooperatively with a partner.</li> </ul>   |
|    |   | Social    | Respect, communication, collaboration  |   |
|    |   | Emotional | Honesty and fair play, determination   |   |
|    |   | Thinking  | Decision making, selecting and applying tactics  |   |
| Y6 | Pupils develop their racket skills when playing tennis. They learn specific skills such as a forehand, backhand, volley and underarm serve. Pupils develop their tactical awareness including how to play with a partner and against another pair. They are encouraged to show respect for their teammates as well as their opponents when self managing games. Pupils are also given opportunities to reflect on their own and other's performances and identify areas to improve. | Physical  | Forehand groundstroke, backhand groundstroke, forehand volley, backhand volley, underarm serve, split step | <ul style="list-style-type: none"> <li>I can use a wider range of skills with increasing control under pressure.</li> <li>I can use the rules of the game consistently to play honestly and fairly.</li> <li>I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.</li> <li>I understand that there are different areas of fitness and how this helps me in different activities.</li> <li>I recognise my own and others strengths and areas for development and can suggest ways to improve.</li> <li>I can use feedback provided to improve the quality of my work.</li> <li>I can work in collaboration with others so that games run smoothly.</li> <li>I can select the appropriate action for the situation and make this decision quickly.</li> <li>I can play cooperatively with a partner.</li> </ul> |
|    |   | Social    | Respect, communication, collaboration  |   |
|    |   | Emotional | Honesty, perseverance  |   |
|    |   | Thinking  | Decision making, selecting and applying tactics, evaluating and improving                                  |   |

| Volleyball | Overview   | Key Skills |   | Assessment   |
|------------|--|------------|---|--|
| Y5         | Pupils focus on developing the skills they need to play continuous rallies in volleyball. They will learn about the ready position, ball control, sending a ball over a net and how to use these skills to make the game difficult for their opponent. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils will be given the opportunity to work collaboratively with others and will develop confidence to achieve their best. They will understand the importance of abiding by rules to keep themselves & others safe. Pupils will develop character and control through engaging with coping strategies when exposed to competition and will be given the opportunity to take on the role of referee. | Physical   | Volley, dig, set, serve, ready position   | <ul style="list-style-type: none"> <li>I am developing a wider range of skills and I am beginning to use these under some pressure.</li> <li>I understand there are different skills for different situations and I am beginning to use these.</li> <li>I understand the rules of the game and I can apply them honestly most of the time.</li> <li>I understand the need for tactics and can identify when to use them in different situations.</li> <li>I can identify how different activities can benefit my physical health.</li> <li>I can identify when I was successful and what I need to do to improve.</li> <li>I can use feedback provided to improve my work.</li> <li>I can work co-operatively with others to manage our game.</li> <li>I can use the rules to referee a game.</li> </ul> |
|            |  | Social     | Respect, communication, supporting and encouraging others                                     |  |
|            |  | Emotional  | Honesty, confidence, perseverance   |  |
|            |  | Thinking   | Using tactics, selecting and applying skills, identifying strengths and areas for development |  |
| Y6         | Pupils focus on developing the skills they need to play continuous rallies in volleyball. They will learn about the ready position, ball control, sending a ball over a net and how to use these skills to make the game difficult for their opponent. In all games activities,  | Physical   | Volley, dig, set, serve, ready position   | <ul style="list-style-type: none"> <li>I am confident to make decisions when refereeing.</li> <li>I can select the appropriate action for the situation and make this decision quickly.</li> <li>I can use a wider range of skills with increasing control under pressure.</li> </ul>  |
|            |  | Social     | Respect, communication, supporting and encouraging others                                     |  |

|  |  |           |   |   |
|--|--|-----------|---|---|
|  | pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils will be given the opportunity to work collaboratively with others and will develop confidence to achieve their best. They will understand the importance of abiding by rules to keep themselves & others safe. Pupils will develop character and control through engaging with coping strategies when exposed to competition and will be given the opportunity to take on the role of referee. | Emotional | Honesty, confidence, perseverance   | <ul style="list-style-type: none"> <li>I can use feedback provided to improve the quality of my work.</li> <li>I can use the rules of the game consistently to play honestly and fairly.</li> <li>I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.</li> <li>I can work in collaboration with others so that games run smoothly.</li> <li>I recognise my own and others strengths and areas for development and can suggest ways to improve.</li> <li>I understand that there are different areas of fitness and how this helps me in different activities.</li> </ul> |
|  |  | Thinking  | Using tactics, selecting and applying skills, identifying strengths and areas for development |   |

| Yoga | Overview  | Key Skills |   | Assessment   |
|------|---|------------|---|--|
| Y1   | Pupils learn about mindfulness and body awareness. They begin to learn yoga poses and techniques that will help them to connect their mind and body. The unit builds strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities. Pupils will work independently and with others, sharing ideas and creating their own poses in response to a theme.   | Physical   | Breathing, balance, flexibility, strength   | <ul style="list-style-type: none"> <li>I can work with others to create poses.</li> <li>I can say what I liked about someone else's flow.</li> <li>I can recognise changes in my body when I do exercise.</li> <li>I can remember and repeat actions, linking poses together.</li> <li>I show an awareness of space when travelling.</li> </ul>  |
|      |   | Social     | Sharing ideas, leadership   |  |
|      |   | Emotional  | Calmness, patience, understanding   |  |
|      |   | Thinking   | Selecting actions, creating poses, focus, providing feedback                              |  |
| Y2   | Pupils learn about mindfulness and body awareness. They begin to learn yoga poses and techniques that will help them to connect their mind and body. The unit builds strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities. Pupils will work independently and with others, sharing ideas and creating their own poses in response to a theme.   | Physical   | Breathing, balance, flexibility, strength   | <ul style="list-style-type: none"> <li>I can work with others to create simple flows showing some control.</li> <li>I am beginning to provide feedback using key words.</li> <li>I can describe how my body feels during exercise.</li> <li>I can copy, remember and repeat yoga flows.</li> <li>I can use clear shapes when performing poses.</li> <li>I can move from one pose to another thinking about my breath.</li> </ul>   |
|      |   | Social     | Sharing ideas, leadership   |  |
|      |   | Emotional  | Calmness, patience, understanding   |  |
|      |   | Thinking   | Selecting actions, creating poses, focus, providing feedback                              |  |
| Y3   | Pupils learn about mindfulness and body awareness. They learn yoga poses and techniques that will help them to connect their mind and body. The unit looks to improve well being by building strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities. Pupils will work independently and with others to create their own yoga flows.   | Physical   | Breathing, balance, flexibility, strength, co-ordination                                  | <ul style="list-style-type: none"> <li>I can work with others to create a flow including a number of poses.</li> <li>I can provide feedback using key words.</li> <li>I can describe how yoga makes me feel.</li> <li>I can copy and link yoga poses together to create a short flow.</li> <li>I show some stability when holding my yoga poses.</li> <li>I can move from one pose to another in time with my breath.</li> </ul>   |
|      |   | Social     | Working safely, sharing ideas, leadership   |  |
|      |   | Emotional  | Calmness, focus, confidence   |  |
|      |   | Thinking   | Selecting actions, creating poses and flow, providing feedback                            |  |
| Y4   | Pupils learn about mindfulness and body awareness. They learn yoga poses and techniques that will help them to connect their mind and body. The unit looks to improve well being by building strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities. Pupils will work independently and with others to create their own yoga flows.   | Physical   | Breathing, balance, flexibility, strength, co-ordination                                  | <ul style="list-style-type: none"> <li>I can work collaboratively and effectively with others.</li> <li>I can provide feedback using key terminology and understand what I need to do to improve.</li> <li>I can describe how yoga makes me feel and can talk about the benefits of yoga.</li> <li>I can link poses together to create a yoga flow.</li> <li>I demonstrate yoga poses which show clear shapes.</li> <li>I show increasing control and balance when moving from one pose to another.</li> <li>I can transition from pose to pose in time with my breath.</li> </ul> |
|      |   | Social     | Working safely, sharing ideas, leadership   |  |
|      |   | Emotional  | Calmness, focus, confidence   |  |
|      |   | Thinking   | Selecting actions, creating poses and flow, providing feedback                            |  |
| Y5   | Pupils learn about mindfulness and body awareness. They learn yoga poses and techniques that will help them to connect their mind and body. The unit looks to improve well being by building strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities. Pupils will be given the opportunity to work collaboratively with others and be given the opportunity to create their own flows and lead others. | Physical   | Balance, flexibility, strength, co-ordination   | <ul style="list-style-type: none"> <li>I can work collaboratively and effectively with others.</li> <li>I can provide feedback using key terminology and understand what I need to do to improve.</li> <li>I can describe how yoga makes me feel and can talk about the benefits of yoga.</li> <li>I can link poses together to create a yoga flow.</li> <li>I demonstrate yoga poses which show clear shapes.</li> <li>I show increasing control and balance when moving from one pose to another.</li> <li>I can transition from pose to pose in time with my breath.</li> </ul> |
|      |   | Social     | Working safely, sharing ideas, leadership   |  |
|      |   | Emotional  | Confidence  |  |
|      |   | Thinking   | Selecting and applying actions, creating poses and flow, observing and providing feedback |  |

|    |   |           |   |  |
|----|---|-----------|---|--|
| Y6 | Pupils learn about mindfulness and body awareness. They learn yoga poses and techniques that will help them to connect their mind and body. The unit looks to improve well being by building strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities. Pupils will be given the opportunity to work collaboratively with others and be given the opportunity to create their own flows and lead others. | Physical  | Balance, flexibility, strength, co-ordination   | <ul style="list-style-type: none"> <li>I am confident to lead others, demonstrating poses and teaching them my flow.</li> <li>I recognise my own and others strengths and areas for development and can suggest ways to improve.</li> <li>I can use feedback provided to improve the quality of my work.</li> <li>I choose poses which link easily from one to the other to help my sequence flow.</li> <li>I can use yoga poses to improve my flexibility, strength and balance.</li> <li>I can use my breath to transition from one pose to another with control.</li> </ul> |
|    |   | Social    | Working safely, sharing ideas, leadership   |  |
|    |   | Emotional | Confidence  |  |
|    |   | Thinking  | Selecting and applying actions, creating poses and flow, observing and providing feedback |  |

