

PE Overview

National Curriculum Statement:

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

The curriculum for PE aims to ensure that all pupils:

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

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Topic	Key skills	Key Knowledge/Learning objective	Key Vocabulary	Assessment criteria
Pre Nursery				
Introduction to PE	<ul style="list-style-type: none"> • Physical: running • Physical: jumping • Physical: moving safely • Social: interacting • Social: playing • Emotional: confidence • Communication: new vocabulary 	<ul style="list-style-type: none"> • To begin to use a range of movements • To begin to climb • To begin to jump confidently with two feet • To begin to follow instructions. 	<ul style="list-style-type: none"> • Climb • Jump • Feet • Pedal 	<ul style="list-style-type: none"> • I can run well. • I can jump with both feet off the ground at the same time. • I can use the stairs independently. • I can pedal a tricycle • I can climb confidently • I can use a scooter
Dance	<ul style="list-style-type: none"> • Physical: Moving • Physical: Dancing • Physical: Clapping • Social: take turns • Social: cooperating • Listening: sounds • Listening: singing 	<ul style="list-style-type: none"> • To begin to hear music sounds. • To begin to move to music • To develop how to take turns to songs 	<ul style="list-style-type: none"> • Dance • Move • Song • Clap • Sound • Listen • Action 	<ul style="list-style-type: none"> • I can take part in action songs. • I can clap and stamp to music
Gymnastics	<ul style="list-style-type: none"> • Physical: Running • Physical: Crawling • Physical: kicking • Physical: Rolling • Listening: 2 part instructions • Social: Turn taking 	<ul style="list-style-type: none"> • To begin to identify space • To develop some control with movements • To begin to move freely 	<ul style="list-style-type: none"> • Move • Space • Kick • Wave • Roll • crawl 	<ul style="list-style-type: none"> • I can identify and move freely around the space. • I can control large movements such as kicking, waving, rolling and crawling.
Fundamentals	<ul style="list-style-type: none"> • Physical: balancing • Physical: running • Physical: jumping • Physical: changing direction • Physical: travelling • Social: working safely • Social: responsibility • Social: helping other • Emotional: challenging myself • Emotional: determination • Thinking: decision making 	<ul style="list-style-type: none"> • To explore body movements • To develop running skills • To begin to use the stairs • To development the movement of jumping and climbing. 	<ul style="list-style-type: none"> • Run • Jump • Pedal • Climb 	<ul style="list-style-type: none"> • I can run well. • I can jump with both feet off the ground at the same time. • I can use the stairs independently. • I can pedal a tricycle • I can climb confidently • I can use a scooter
Ball Skills	<ul style="list-style-type: none"> • Physical: rolling a ball • Physical: stopping a ball • Physical: throwing • Physical: kicking a ball • Social: co-operation • Social: supporting others • Emotional: honesty • Emotional: perseverance • Thinking: decision making 	<ul style="list-style-type: none"> • To begin to develop rolling a ball to a target. • To begin to develop stopping a rolling ball. • To begin to develop accuracy when throwing to a target. • To develop kicking a ball. 	<ul style="list-style-type: none"> • Roll • Throw • Ball • Target 	<ul style="list-style-type: none"> • I am beginning to explore a range of ball skills. • I am beginning to negotiate space safely. • I am beginning to take turns with others. • I can make guided choices. • I persevere with support when trying new challenges.

Games	<ul style="list-style-type: none"> Physical: running Physical: balancing Physical: changing direction Physical: kicking Physical: throwing Social: co-operation Social: taking turns Social: supporting and encouraging others Emotional: honesty Emotional: managing emotions Thinking: using tactics Thinking: decision making 	<ul style="list-style-type: none"> To develop ways of throwing a ball To begin to use the kicking motion To begin to take turns with a partner To develop ways to play with others. 	<ul style="list-style-type: none"> Kick Throw Roll Take turns 	<ul style="list-style-type: none"> I can kick a large ball I can throw a large ball. I can play with others. I can take turns.
Nursery				
Introduction to PE How can we move our bodies?	<ul style="list-style-type: none"> Physical: moving safely Physical: running Physical: jumping Physical: throwing Physical: catching Physical: following a path Social: sharing Social: leadership Emotional: perseverance Emotional: confidence Thinking: decision making Thinking: selecting and applying actions 	<ul style="list-style-type: none"> To begin to demonstrate balance. To begin to negotiate space safely. To begin to take turns with others. To explore movement skills. To develop ways to make guided choices. To follow instructions with support. 	Move Balance Space skill.	<ul style="list-style-type: none"> I can begin to demonstrate balance I can negotiate space safely I can follow instructions with support I can explore movements I can make guided choices
Dance How can we move our bodies to music?	<ul style="list-style-type: none"> Physical: travelling Physical: copying and performing actions Physical: co-ordination Social: respect Social: co-operating with others Emotional: working independently Emotional: confidence Thinking: counting Thinking: observing and providing feedback Thinking: selecting and applying actions 	<ul style="list-style-type: none"> To begin to use and remember sequences and patterns of movements which are related to music and rhythm. To begin to negotiate space safely To develop building my confidence to try new challenges and perform in front of others. To explore movement skills. To follow instructions with support. To show respect towards others. 	Music Move Rhythm Beat Sound perform.	<ul style="list-style-type: none"> I can listen with increased attention to sound. I can move to the sounds. I can remember the sequence of movements. I can explore movement skills I can negotiate space safely I can follow instructions with support
Gymnastics How do our bodies balance?	<ul style="list-style-type: none"> Physical: shapes Physical: balances Physical: jumps Physical: rocking Physical: rolling Physical: travelling Social: taking turns Social: co-operation Social: communication Emotional: confidence Emotional: determination Thinking: selecting and applying skills Thinking: creating sequences 	<ul style="list-style-type: none"> To copy and create shapes with your body. To be able to create shapes whilst on apparatus. To develop balancing and taking weight on different body parts. To develop jumping and landing safely. To develop rocking and rolling. To copy and create short sequences linking actions together. 	<ul style="list-style-type: none"> Space Balance Jumping Landing Safe Actions Create Body 	<ul style="list-style-type: none"> I can copy and creates shape with my body I can create shapes whilst on apparatus I can balance and take weight on different parts of my the body I can jump and land safely I can rock and roll I can copy and create short sequences linking actions together
Fundamentals How can we travel around a space?	<ul style="list-style-type: none"> Physical: balancing Physical: running Physical: jumping Physical: changing direction 	<ul style="list-style-type: none"> To develop balancing whilst stationary and on the move. To develop running and stopping. To develop changing direction. To develop jumping and landing. 	<ul style="list-style-type: none"> Travel Space Move Direction 	<ul style="list-style-type: none"> I can balance whilst stationary and on the move I can run and stop I can change direction I can jump and land I can hop and land with control

	<ul style="list-style-type: none"> Physical: hopping Physical: travelling Social: working safely Social: responsibility Social: helping others Emotional: honesty Emotional: challenging myself Emotional: determination Thinking: decision making Thinking: selecting and applying actions Thinking: using tactics 	<ul style="list-style-type: none"> To develop hopping and landing with control. To explore different ways to travel. 		<ul style="list-style-type: none"> I can explore different ways to travel
Ball skills Why do we use balls?	<ul style="list-style-type: none"> Physical: rolling a ball Physical: stopping a rolling ball Physical: throwing at a target Physical: bouncing a ball Physical: dribbling a ball with feet Physical: kicking a ball Social: co-operation Social: supporting others Emotional: honesty Emotional: perseverance Thinking: using tactics Thinking: decision making 	<ul style="list-style-type: none"> To develop rolling a ball to a target. To develop stopping a rolling ball. To develop accuracy when throwing to a target. To develop bouncing and catching a ball. To develop dribbling a ball with your feet. To develop kicking a ball. 	<ul style="list-style-type: none"> Roll Throw Ball Target Accuracy 	<ul style="list-style-type: none"> I can roll a ball to a target I can stop a rolling ball I am starting to accurately throw to a target I can bounce and catch a ball I can dribble a ball with my feet I can kick a ball
Games What is a game?	<ul style="list-style-type: none"> Physical: running Physical: balancing Physical: changing direction Physical: striking a ball Physical: throwing Social: communication Social: co-operation Social: taking turns Social: supporting and encouraging others Emotional: honesty and fair play Emotional: managing emotions Thinking: using tactics Thinking: decision making 	<ul style="list-style-type: none"> To work safely and develop running and stopping. To develop throwing and learn how to keep score. To be able to play games showing an understanding of the different roles within it. To follow instructions and move safely when playing tagging games. To work co-operatively and learn to take turns. To work with others to play team games. 	<ul style="list-style-type: none"> Run Stop Score Game Take turns Play Teams 	<ul style="list-style-type: none"> I can safely run and stop I can throw and keep score I can play a game and show an understanding of the roles I can move safely when playing games I can work cooperatively I can work with others to play a team game
Reception				
Introduction to PE What is a space?	<ul style="list-style-type: none"> Physical: moving safely Physical: running Physical: jumping Physical: throwing Physical: catching Physical: rolling Social: sharing and taking turns Social: encouraging and supporting others Social: responsibility Emotional: honesty and fair play Emotional: confidence Emotional: perseverance Thinking: decision making Thinking: understanding and using rules 	<ul style="list-style-type: none"> To develop and demonstrate balance. To make independent choices. To negotiate space safely with consideration for myself and others. To follow instructions involving several ideas or actions. To play co-operatively and take turns with others. To use movement skills with developing balance and co-ordination. 	<ul style="list-style-type: none"> Moving Throwing Catching Rolling Sharing Fair play 	<ul style="list-style-type: none"> I can demonstrate balance. I can make independent choices. I can negotiate space safely with consideration for myself and others. I follow instructions involving several ideas or actions. I play co-operatively and take turns with others. I use movement skills with developing balance and co-ordination.
Dance How do our bodies move to music?	<ul style="list-style-type: none"> Physical: travelling Physical: copying and performing actions Physical: balance 	<ul style="list-style-type: none"> To use counting to help to stay in time with the music when copying and creating actions. To be able to move safely with confidence and imagination, communicating ideas through movement. 	<ul style="list-style-type: none"> Move, music, rhythm, 	<ul style="list-style-type: none"> I can count to help stay in time with music when copying and creating actions I can move safely with confidence and imagination, communicating ideas through movement.

	<ul style="list-style-type: none"> Physical: co-ordination Social: respect Social: co-operating with others Emotional: working independently Emotional: confidence Thinking: counting Thinking: observing and providing feedback Thinking: selecting and applying actions 	<ul style="list-style-type: none"> To explore movement using a prop with control and co-ordination. To move with control and coordination, expressing ideas through movement. To move with control and coordination, copying, linking and repeating actions. To remember and repeat actions, exploring pathways and shapes. 	<ul style="list-style-type: none"> beat, sound, perform, movement. 	<ul style="list-style-type: none"> I can explore movement using a prop with control and co-ordination. I can move with control and coordination, expressing ideas through movement. I can move with control and coordination, copying, linking and repeating actions. I can remember and repeat actions, exploring pathways and shapes.
<p>Gymnastics</p> <p>How do we climb and balance on apparatus?</p>	<ul style="list-style-type: none"> Physical: shapes Physical: balances Physical: jumps Physical: rock and roll Physical: barrel roll Physical: straight roll Physical: progressions of a forward roll Physical: travelling Social: leadership Social: taking turns Social: helping others Emotional: determination Thinking: selecting and applying skills Thinking: creating sequences 	<ul style="list-style-type: none"> To create short sequences using shapes, balances and travelling actions. To develop balancing and safely using apparatus. To develop jumping and landing safely from a height. To develop rocking and rolling. To explore travelling around, over and through apparatus. To create short sequences linking actions together and including apparatus. 	<ul style="list-style-type: none"> Create Gymnastics Body Balance Safely Apparatus Travel Control 	<ul style="list-style-type: none"> I can create short sequences using shapes, balances and travelling actions. I can start to balance safely using apparatus. I can start to jump and land safely from a height. I can rock and roll I can explore travelling around, over and through apparatus. I can create short sequences linking actions together and including apparatus.
<p>Fundamentals</p> <p>How can we travel safely?</p>	<ul style="list-style-type: none"> Physical: hopping Physical: galloping Physical: skipping Physical: sliding Physical: jumping Physical: changing direction Physical: balancing Physical: running Social: working safely Social: responsibility Social: working with others Emotional: managing emotions Emotional: challenging myself Thinking: selecting and applying actions 	<ul style="list-style-type: none"> To develop balancing. To develop running and stopping. To develop changing direction. To develop jumping. To develop hopping. To explore different ways to travel using equipment. 	<ul style="list-style-type: none"> Balance Stop Start Travel Move Run Hop Walk Negotiate space 	<ul style="list-style-type: none"> I am beginning to balance. I am beginning to run and stop. I can change direction. I can jump. I can hop. I can explore different ways to travel using equipment.
<p>Ball skills</p> <p>How can I move with a ball?</p>	<ul style="list-style-type: none"> Physical: rolling a ball Physical: tracking a ball Physical: throwing at a target Physical: bouncing a ball Physical: dribbling a ball with feet Physical: kicking a ball Social: co-operation Social: sharing and taking turns Emotional: determination Thinking: using tactics Thinking: decision making 	<ul style="list-style-type: none"> To develop rolling and tracking a ball. To develop accuracy when throwing to a target. To develop dribbling with hands. To develop throwing and catching with a partner. To develop dribbling a ball with your feet. To develop kicking a ball to a target. 	<ul style="list-style-type: none"> Ball Skills Roll Dribble Accuracy Kicking Target Throwing Games. 	<ul style="list-style-type: none"> I am starting to roll and track a ball. I am starting to use accuracy when throwing to a target. I am starting to dribble with hands. I can throw and catch with a partner. I can dribble a ball with your feet. I can kick a ball to a target.
<p>Games</p> <p>How do we play a game fairly?</p>	<ul style="list-style-type: none"> Physical: running Physical: changing direction Physical: striking a ball Social: communication Social: co-operation Social: taking turns Social: respect Social: supporting and encouraging others 	<ul style="list-style-type: none"> To develop accuracy when throwing and practise keeping score. To follow instructions and move safely when play tagging games. To learn to play against an opponent. To play by the rules and develop coordination. To explore striking a ball and keeping score. To work co-operatively as a team. 	<ul style="list-style-type: none"> Play Game Team Rules Fairly Opponent Score Cooperatively 	<ul style="list-style-type: none"> I can throw and practise keeping score. I can follow instructions and move safely when playing tagging games. I can learn to play against an opponent. I can play by the rules and develop coordination. I can explore striking a ball and keeping score. I can work co-operatively as a team.

	<ul style="list-style-type: none"> Emotional: honesty Emotional: managing emotions Emotional: perseverance Thinking: using tactics 			
Y1/2 Cycle A				
Fundamentals	<ul style="list-style-type: none"> Physical: balancing Physical: sprinting Physical: jogging Physical: dodging Physical: jumping Physical: hopping Physical: skipping Social: taking turns Social: supporting and encouraging others Social: working safely Social: communication Emotional: challenging myself Emotional: perseverance Emotional: honesty Thinking: selecting and applying Thinking: identifying strengths Thinking: listening and following instructions 	<ul style="list-style-type: none"> To develop balance, stability and landing safely To explore how the body moves differently when running at different speeds. To develop changing direction and dodging. To develop and explore jumping, hopping and skipping actions. To develop co-ordination and combining jumps. To develop combination jumping and skipping in an individual rope. 	<ul style="list-style-type: none"> Jump Dodge Hop Skip Balance Coordination Control 	<ul style="list-style-type: none"> I can develop balance, stability and landing safely I can explore how the body moves differently when running at different speeds. I can develop changing direction and dodging. I can develop and explore jumping, hopping and skipping actions. I can develop co-ordination and combining jumps. I can develop combination jumping and skipping in an individual rope.
Dance	<ul style="list-style-type: none"> Physical: travel Physical: copying and performing actions Physical: using dynamics, pathway, expression and speed Physical: balance Physical: coordination Social: respect Social: consideration Social: sharing ideas Social: decision making with others Emotional: acceptance Emotional: confidence Thinking: selecting and applying actions Thinking: counting Thinking: observing and providing feedback Thinking: creating 	<ul style="list-style-type: none"> To repeat, link and choose actions. To create actions and accurately copy other's actions. To copy, remember and repeat actions using facial expressions to show different characters. To perform in unison creating shapes with a partner. To be able to mirror a partner and create ideas. To copy, repeat and create actions in response to a stimulus. To copy, create and perform actions considering dynamics. To create a short dance phrase with a partner showing clear changes of speed. 	<ul style="list-style-type: none"> Dance Perform Create Actions Time Music 	<ul style="list-style-type: none"> I can repeat, link and choose actions. I can create actions and accurately copy other's actions. I can copy, remember and repeat actions using facial expressions to show different characters. I can perform in unison creating shapes with a partner. I can mirror a partner and create ideas. I can copy, repeat and create actions in response to a stimulus. I can copy, create and perform actions considering dynamics. I can create a short dance phrase with a partner showing clear changes of speed.
Gymnastics	<ul style="list-style-type: none"> Physical: travelling actions Physical: shapes Physical: balances Physical: jumps Physical: barrel roll Physical: straight roll Physical: forward roll progressions Social: sharing Social: working safely Emotional: confidence Thinking: observing and providing feedback Thinking: selecting and applying actions 	<ul style="list-style-type: none"> To explore travelling movements using the space around you. To develop quality when performing gymnastic shapes. To develop stability and control when performing balances. To develop technique and control when performing shape jumps. To develop technique in the barrel, straight and forward roll. To link gymnastic actions to create a sequence. 	<ul style="list-style-type: none"> Space Perform Gymnastics Technique Body Apparatus Safety Sequence 	<ul style="list-style-type: none"> I can explore travelling movements using the space around you. I can develop quality when performing gymnastic shapes. I can develop stability and control when performing balances. I can develop technique and control when performing shape jumps. I can develop technique in the barrel, straight and forward roll. I can link gymnastic actions to create a sequence.
Team building	<ul style="list-style-type: none"> Physical: travelling actions Physical: jumping Physical: balancing Social: communication Social: listening Social: leading Social: inclusion Emotional: trust 	<ul style="list-style-type: none"> To follow instructions and work with others. To co-operate and communicate in a small group to solve challenges. To create a plan with a group to solve the challenges. To communicate effectively and develop trust. To work as a group to solve problems. To work with a group to copy and create a basic map. 	<ul style="list-style-type: none"> Team Communicate Plan Solve Group Together Honesty 	<ul style="list-style-type: none"> I can follow instructions and work with others. I can co-operate and communicate in a small group to solve challenges. I can share my ideas, create a plan and help to solve tasks. I can understand how to use, follow and create a simple diagram/map. I can communicate effectively to solve problems

	<ul style="list-style-type: none"> Emotional: honesty and fair play Emotional: acceptance Thinking: planning Thinking: decision making Thinking: problem solving 			
Target games	<ul style="list-style-type: none"> Physical: throwing Physical: rolling Physical: kicking Physical: striking Social: communication Social: collaboration Social: kindness Social: support Emotional: honesty Emotional: perseverance Emotional: independence Emotional: manage emotions Thinking: select and apply Thinking: using tactics Thinking: decision making Thinking: provide feedback Thinking: problem solving 	<ul style="list-style-type: none"> To develop an understanding of target games and consider how much power to apply when aiming at a target. To understand how to score in different target games using overarm throwing. To develop understanding of different target games using the skill of kicking. To develop striking to a target. To develop hitting a moving target. To select an appropriate skill to play a game. 	<ul style="list-style-type: none"> Target Game Skill Throwing Kicking Striking Technique 	<ul style="list-style-type: none"> I can develop an understanding of target games and consider how much power to apply when aiming at a target. I can understand how to score in different target games using overarm throwing. I can develop understanding of different target games using the skill of kicking. I can develop striking to a target. I can develop hitting a moving target. I can select an appropriate skill to play a game.
Athletics	<ul style="list-style-type: none"> Physical: running at different speeds Physical: jumping for distance Physical: throwing for distance Social: working safely Social: collaborating with others Emotional: working independently Emotional: determination Thinking: observing and providing feedback Thinking: exploring ideas 	<ul style="list-style-type: none"> To develop the sprinting action. To develop jumping for distance. To develop technique when jumping for height. To develop throwing for distance. To develop throwing for accuracy. To develop technique when taking part in an athletics carousel. 	<ul style="list-style-type: none"> Sprint Distance Height Land Take turns Body 	<ul style="list-style-type: none"> I can develop the sprinting action. I can develop jumping for distance. I can develop technique when jumping for height. I can develop throwing for distance. I can develop throwing for accuracy. I can develop technique when taking part in an athletics carousel.
Net and wall	<ul style="list-style-type: none"> Physical: throwing Physical: catching Physical: hitting a ball Physical: tracking a ball Social: respect Social: communication Emotional: honesty and fair play Emotional: determination Thinking: decision making Thinking: using simple tactics Thinking: recalling information Thinking: comprehension 	<ul style="list-style-type: none"> To defend space, using the ready position. To play against an opponent and keep the score. To develop control when handling a racket. To develop racket and ball skills. To develop sending a ball using a racket. To develop hitting over a net. 	<ul style="list-style-type: none"> accurate, tactics, continuously, target, opponent 	<ul style="list-style-type: none"> I can defend space, using the ready position. I can play against an opponent and keep the score. I can develop control when handling a racket. I can develop racket and ball skills. I can develop sending a ball using a racket. I can develop hitting over a net.
Y1/2 Cycle B				
Ball skills	<ul style="list-style-type: none"> Physical: rolling Physical: kicking Physical: throwing Physical: catching Physical: bouncing Physical: dribbling Social: co-operation Social: communication Social: leadership Social: supporting others Emotional: honesty Emotional: perseverance Emotional: challenging myself Thinking: using tactics Thinking: exploring actions 	<ul style="list-style-type: none"> To be able to roll a ball to hit a target. To develop co-ordination and be able to stop a rolling ball. To develop technique and control when dribbling a ball with your feet. To develop control and technique when kicking a ball. To develop co-ordination and technique when throwing and catching. To develop control and co-ordination when dribbling a ball with your hands. 	<ul style="list-style-type: none"> Ball Control Skills Track Tactics Technique 	<ul style="list-style-type: none"> I can roll a ball to hit a target. I can develop co-ordination and be able to stop a rolling ball. I can develop technique and control when dribbling a ball with your feet. I can develop control and technique when kicking a ball. I can develop co-ordination and technique when throwing and catching. I can develop control and co-ordination when dribbling a ball with your hands.

Gymnastics	<ul style="list-style-type: none"> Physical: shapes Physical: balances Physical: shape jumps Physical: travelling movements Physical: barrel roll Physical: straight roll Physical: forwards roll Social: sharing Social: working safely Emotional: confidence Emotional: independence Thinking: observing and providing feedback Thinking: selecting and applying 	<ul style="list-style-type: none"> To perform gymnastic shapes and link them together. <ul style="list-style-type: none"> To be able to use shapes to create balances. To be able to link travelling actions and balances using apparatus. To demonstrate different shapes, take off and landings when performing jumps. To develop rolling and sequence building. To develop sequence work on apparatus. 	<ul style="list-style-type: none"> Shape Balance Create Demonstrate Landing Sequence Levels apparatus 	<ul style="list-style-type: none"> I can perform gymnastic shapes and link them together. <ul style="list-style-type: none"> I can use shapes to create balances. I can link travelling actions and balances using apparatus. I can demonstrate different shapes, take off and landings when performing jumps. I can develop rolling and sequence building. I can develop sequence work on apparatus.
Dance	<ul style="list-style-type: none"> Physical: travel Physical: copying and performing actions Physical: using shape Physical: balance Physical: coordination Social: co-operation Social: communication Social: coming to decisions with a partner Social: respect Emotional: confidence Emotional: acceptance Thinking: counting Thinking: observing and providing feedback Thinking: selecting and applying actions 	<ul style="list-style-type: none"> To explore travelling actions and use counts of 8 to move in time with the music. To remember and repeat actions and respond imaginatively to a stimulus. To copy, remember and repeat actions that represent the theme. To copy, repeat, create and perform actions that represent the theme. To use expression and create actions that relate to the story. To use a pathway when travelling. 	<ul style="list-style-type: none"> Travelling Counts of 8 Time Respond Perform Dynamic Expressive 	<ul style="list-style-type: none"> I can explore travelling actions and use counts of 8 to move in time with the music. I can remember and repeat actions and respond imaginatively to a stimulus. I can copy, remember and repeat actions that represent the theme. I can copy, repeat, create and perform actions that represent the theme. I can use expression and create actions that relate to the story. I can use a pathway when travelling.
Fitness	<ul style="list-style-type: none"> Physical: agility Physical: balance Physical: co-ordination Physical: speed Physical: stamina Physical: skipping Social: taking turns Social: encouraging and supporting others Emotional: determination Emotional: perseverance Emotional: challenging myself Thinking: identifying strengths and areas for improvement Thinking: observing and providing feedback 	<ul style="list-style-type: none"> To understand how to run for longer periods of time without stopping. To develop co-ordination and timing when jumping in a long rope. To develop individual skipping. To take part in a circuit to develop stamina and agility. To explore exercises that use your own body weight. To develop 'ABC,' agility, balance and co-ordination. 	<ul style="list-style-type: none"> Fitness Control Individual Timing Challenge Speed Determination Persevere 	<ul style="list-style-type: none"> I can understand how to run for longer periods of time without stopping. <ul style="list-style-type: none"> I can develop co-ordination and timing when jumping in a long rope. I can develop individual skipping. I can take part in a circuit to develop stamina and agility. I can explore exercises that use your own body weight. I can develop 'ABC,' agility, balance and co-ordination.
Sending and receiving	<ul style="list-style-type: none"> Physical: rolling Physical: kicking Physical: throwing Physical: catching Physical: tracking Social: co-operation Social: communication Social: keeping others safe Emotional: perseverance Emotional: challenging myself Thinking: identifying how to improve Thinking: transferring skills 	<ul style="list-style-type: none"> To roll a ball towards a target. <ul style="list-style-type: none"> To be able to track and receive a rolling ball. To be able to stop, send and receive a ball with your feet. To develop throwing and catching skills. To develop throwing and catching skills. To send and receive a ball using a racket. 	<ul style="list-style-type: none"> Track Receive Target Accurately feedback 	<ul style="list-style-type: none"> I can roll a ball towards a target. <ul style="list-style-type: none"> I can track and receive a rolling ball. I can stop, send and receive a ball with your feet. I can develop throwing and catching skills. I can develop throwing and catching skills. I can send and receive a ball using a racket.
Striking and fielding	<ul style="list-style-type: none"> Physical: throwing and catching Physical: tracking a ball Physical: bowling Physical: batting Social: communication 	<ul style="list-style-type: none"> To be able to track a rolling ball and collect To develop accuracy in underarm throwing and consistency in catching when fielding a ball. To develop accuracy with overarm throwing to send a ball over 	<ul style="list-style-type: none"> Underarm Overarm Consistency Tactics Score 	<ul style="list-style-type: none"> I can track a rolling ball and collect I can develop accuracy in underarm throwing and consistency in catching when fielding a ball. I can develop accuracy with overarm throwing to send a ball over a

	<ul style="list-style-type: none"> Social: collaboration Emotional: honesty Emotional: acceptance Emotional: controlling emotions Thinking: select and apply Thinking: using tactics Thinking: decision making 	<p>a greater distance and limit a batter's score.</p> <ul style="list-style-type: none"> To develop striking for distance and accuracy. To develop decision making to get a batter out. To develop decision making when under pressure. 	<ul style="list-style-type: none"> Fairly 	<p>greater distance and limit a batter's score.</p> <ul style="list-style-type: none"> I can develop striking for distance and accuracy. I can develop decision making to get a batter out. I can develop decision making when under pressure.
Invasion	<p>Physical: throwing and catching Physical: kicking Physical: dribbling with hands and feet Physical: dodging Physical: finding space Social: communication Social: respect Social: co-operation Social: kindness Emotional: empathy Emotional: integrity Emotional: independence Emotional: determination Emotional: perseverance Thinking: creativity Thinking: reflection Thinking: decision making Thinking: comprehension</p>	<ul style="list-style-type: none"> To understand what being in possession means and support a teammate to do this., To use a variety of skills to score goals. To develop stopping goals. To learn how to gain possession of the ball. To develop an understanding of marking an opponent. To learn to apply simple tactics for attacking and defending. 	<p>dodging, defence, attack, possession, interception</p>	<ul style="list-style-type: none"> I can understand what being in possession means and support a teammate to do this., I can use a variety of skills to score goals. I can develop stopping goals. I can learn how to gain possession of the ball. I can develop an understanding of marking an opponent. I can learn to apply simple tactics for attacking and defending.
Y3/4 Cycle A				
Ball Skills	<ul style="list-style-type: none"> Physical: tracking a ball Physical: throwing Physical: catching Physical: dribbling Social: supporting others Social: co-operation Social: communication Social: managing games Emotional: perseverance Emotional: honesty Emotional: respect Emotional: challenging self Thinking: decision making Thinking: developing tactics Thinking: creativity 	<ul style="list-style-type: none"> To develop confidence and accuracy when tracking a ball. To develop confidence and accuracy when tracking a ball. To explore and develop a variety of throwing techniques. To develop catching skills using one and two hands. To develop dribbling a ball with hands. To use tracking, sending and dribbling skills with feet. 	<ul style="list-style-type: none"> Accuracy Consistency Creative Track Control Focus Dribble technique 	<ul style="list-style-type: none"> I can track a ball with confidence and accuracy. I can dribble the ball with one hand with some control in game situations. I can use a variety of throwing techniques in game situations. I can receive a ball sent to them using different parts of the foot and under pressure. I can dribble a ball with feet and change direction with some control in game situations. I can catch a ball passed to them using one and two hands with increasing success.
Football	<ul style="list-style-type: none"> Physical: dribbling Physical: passing Physical: ball control Physical: tracking/ jockeying Physical: turning Physical: receiving Social: communication Social: collaboration Social: cooperation Emotional: honesty Emotional: perseverance Thinking: selecting and applying tactics Thinking: decision making 	<ul style="list-style-type: none"> To develop controlling the ball and dribbling under pressure. To develop passing to a teammate. To be able to control the ball with different parts of the body. To develop changing direction with the ball using an inside and outside hook. To jockey / track an opponent. To be able to apply the rules and tactics you have learnt to play in a football tournament. 	<ul style="list-style-type: none"> Interception Opponent Defend Attack Tracking Possession Dribble Pass Receive Shoot Tactics Control 	<ul style="list-style-type: none"> I can pass and receive a ball sent to them using different parts of the foot and under pressure. I can change direction with increasing speed in game situations. I can use simple tactics individually and within a team to score or gain possession. I can dribble a ball with feet and change direction with some control in game situations. I can track/jockey an opponent. I can control a ball with different parts of my body.

Gymnastics	<ul style="list-style-type: none"> Physical: individual point and patch balances Physical: straight roll Physical: barrel roll Physical: forward roll Physical: straight jump Physical: tuck jump Physical: star jump Physical: rhythmic gymnastics Social: collaboration Social: communication Social: respect Emotional: confidence Thinking: observing and providing feedback Thinking: selecting and applying actions Thinking: evaluating and improving 	<ul style="list-style-type: none"> To be able to create interesting point and patch balances. To develop stepping into shape jumps with control. To develop the straight, barrel, and forward roll. To be able to transition smoothly into and out of balances. To create a sequence with matching and contrasting actions and shapes. To create a partner sequence incorporating equipment. 	<ul style="list-style-type: none"> Extension Body tension Momentum Rotate Sequences Balance Control Straight Barrel 	<ul style="list-style-type: none"> I can complete balances with increasing stability, control and technique both individually and with a partner. I can performance a variety of jumps and rolls. I can demonstrate increasing strength, control and technique when taking own and others weight. I can demonstrate increased flexibility and extension in more challenging actions. I can plan and perform sequences showing control and technique with and without a partner both on and off apparatus. 	
Swimming	<ul style="list-style-type: none"> Physical: submersion Physical: floating Physical: gliding Physical: front crawl Physical: backstroke Physical: breaststroke Physical: rotation Physical: sculling Physical: treading water Physical: handstands Physical: surface dives Physical: H.E.L.P and huddle position Social: communication Social: supporting and encouraging others Social: keeping myself and others safe Emotional: confidence Thinking: comprehension Thinking: planning tactics 			<p style="text-align: center;">Developers</p> <p>I can confidently and consistently retrieve an object from the floor with the same breath.</p> <p>I can begin to co-ordinate breath in time with basic strokes showing some consistency in timing.</p> <p>I can demonstrate a fair level of technique, consistently co-ordinating the correct body parts in a range of strokes.</p> <p>I can combine gliding and floating on front and back over an increased distance.</p> <p>I can float on front and back using different shapes with increased control.</p> <p>I can comfortably demonstrate sculling head first, feet first and treading water.</p>	<p style="text-align: center;">Intermediate</p> <p>I can confidently combine skills to retrieve an object from greater depth.</p> <p>I can confidently co-ordinate a smooth and consistent breathing technique with a range of strokes.</p> <p>I can confidently demonstrate good technique in a wider range of strokes over increased distances.</p> <p>I can combine gliding and transitioning into an appropriate stroke with good control.</p> <p>I can confidently link a variety of floating actions together demonstrating good technique and control.</p> <p>I can select and apply the appropriate survival technique to the situation.</p>

Athletics	<ul style="list-style-type: none"> Physical: sprinting Physical: jumping for distance Physical: push and pull throwing for distance Social: working collaboratively Social: working safely Emotional: perseverance Emotional: determination Thinking: observing and providing feedback 	<ul style="list-style-type: none"> To develop the sprinting technique and improve on your personal best. To develop changeover in relay events. To develop jumping technique in a range of approaches and take off positions. To develop throwing for distance and accuracy. To develop throwing for distance in a pull throw. To develop officiating and performing skills. 	<ul style="list-style-type: none"> Power Speed Strength Vertical Progressive Sprinting Changeover Distance Accuracy Pull throw officiating 	<ul style="list-style-type: none"> I can show balance, coordination and technique when running at different speeds, stopping with control. I can link running, hopping and jumping actions using different take offs and landing with some control. I can jump for distance and height with an awareness of technique. I can throw a variety of objects, changing action for accuracy, power and distance. I can co-ordinate my body with increased consistency in a variety of activities.
Rounders	<ul style="list-style-type: none"> Physical: underarm and overarm throwing Physical: catching Physical: tracking a ball Physical: fielding and retrieving a ball Physical: batting Social: collaboration and communication Social: respect Social: supporting and encouraging others Emotional: honesty and fair play Emotional: confident to take risks Emotional: managing emotions Thinking: observing and providing feedback Thinking: using tactics Thinking: decision making 	<ul style="list-style-type: none"> To play different roles in a game and begin to think tactically about each role. To develop the bowling action and learn the rules of bowling. To run around the outside of the bases and make decisions about when to stop and when to run. To field a ball using a two handed pick up and a short barrier. To develop batting technique and an understanding of where to hit the ball. To apply skills and rules learnt to play rounders. 	<ul style="list-style-type: none"> Fielders Batters Striking Bowling Consecutive Tactically Bases 	<ul style="list-style-type: none"> I can use a variety of throwing techniques in game situations. I can use simple tactics individually and within a team to score or gain possession. I can catch a ball passed to them using one and two hands with increasing success. I can strike a ball using varying techniques with increasing accuracy. I can create and use space with some success in game situations.
Tennis	<ul style="list-style-type: none"> Physical: forehand Physical: backhand Physical: throwing Physical: catching Physical: ready position Social: collaboration Social: respect Social: supporting others Emotional: honesty Emotional: perseverance Thinking: decision making Thinking: understanding rules Thinking: using tactics 	<ul style="list-style-type: none"> To develop racket and ball control., To develop returning the ball using a forehand groundstroke. To be able to rally using a forehand. To develop the two handed backhand. To learn how to score. To develop playing against an opponent. To work collaboratively with a partner and compete against others. 	Opponent, consecutive, forehand, backhand, outwit	<ul style="list-style-type: none"> I can develop racket and ball control., I can develop returning the ball using a forehand groundstroke. I can rally using a forehand. I can develop the two handed backhand. I can learn how to score. I can develop playing against an opponent. I can work collaboratively with a partner and compete against others.
<ul style="list-style-type: none"> Y3/4 Cycle B 				

Fundamentals	<ul style="list-style-type: none"> Physical: balancing Physical: running Physical: hopping Physical: jumping Physical: dodging Physical: skipping Social: supporting and encouraging others Social: respect Social: communication Social: taking turns Emotional: challenging myself Emotional: perseverance Emotional: honesty Thinking: selecting and applying skills Thinking: observing others and providing feedback Thinking: identifying strengths and areas for development 	<ul style="list-style-type: none"> To develop balancing and understand the importance of this skill. To understand how to change speed and be able to demonstrate good technique when running at different speeds. To demonstrate a change of speed and direction to outwit others. To develop technique and control when jumping, hopping and landing. To develop skipping in a rope. To apply fundamental skills to a variety of challenges. 	<ul style="list-style-type: none"> Accelerate Decelerate Dodging Sprinting Balancing Direction 	<ul style="list-style-type: none"> I can develop balancing and understand the importance of this skill. I understand how to change speed and be able to demonstrate good technique when running at different speeds. I can demonstrate a change of speed and direction to outwit others. I can develop technique and control when jumping, hopping and landing. I can develop skipping in a rope. I can apply fundamental skills to a variety of challenges. 	
Netball	<ul style="list-style-type: none"> Physical: passing Physical: catching Physical: footwork Physical: intercepting Physical: shooting Social: working safely Social: communication Social: collaboration Emotional: honesty and fair play Emotional: perseverance Thinking: planning strategies and using tactics Thinking: observing and providing feedback 	<ul style="list-style-type: none"> To develop passing and moving and play within the footwork rule. To develop passing and moving towards a goal. To develop movement skills to lose a defender. To be able to defend an opponent and try to win the ball. To develop the shooting action. To develop playing using netball rules. 	<ul style="list-style-type: none"> Interception Possession Defence Attack Conceding Tactics Receive 	<ul style="list-style-type: none"> I can develop passing and moving and play within the footwork rule. I can develop passing and moving towards a goal. I can develop movement skills to lose a defender. I can defend an opponent and try to win the ball. I can develop the shooting action. I can develop playing using netball rules. 	
Gymnastics	<ul style="list-style-type: none"> Physical: individual and partner balances Physical: jumps using rotation Physical: straight roll Physical: barrel roll Physical: forward roll Physical: straddle roll Physical: bridge Physical: shoulder stand Social: responsibility Social: collaboration Social: communication Social: respect Emotional: confidence Thinking: observing and providing feedback Thinking: selecting and applying actions Thinking: evaluating and improving sequences 	<ul style="list-style-type: none"> To develop individual and partner balances. To develop control in performing and landing rotation jumps. To develop the straight, barrel, forward and straddle roll. To develop the straight, barrel, forward and straddle roll. To develop strength in inverted movements. To be able to create a partner sequence to include apparatus. 	<ul style="list-style-type: none"> extension, body tension, momentum, inversion, pathways 	<ul style="list-style-type: none"> I can develop individual and partner balances. I can develop control in performing and landing rotation jumps. I can develop the straight, barrel, forward and straddle roll. I can develop strength in inverted movements. I can create a partner sequence to include apparatus 	
Swimming	<ul style="list-style-type: none"> Physical: submersion Physical: floating Physical: gliding Physical: front crawl 			<p style="text-align: center;">Developers</p> <p>I can confidently and consistently</p>	<p style="text-align: center;">Intermediate</p> <p>I can confidently combine skills to</p>

	<ul style="list-style-type: none"> Physical: backstroke Physical: breaststroke Physical: rotation Physical: sculling Physical: treading water Physical: handstands Physical: surface dives Physical: H.E.L.P and huddle position Social: communication Social: supporting and encouraging others Social: keeping myself and others safe Emotional: confidence Thinking: comprehension Thinking: planning tactics 			<p>retrieve an object from the floor with the same breath.</p> <p>I can begin to co-ordinate breath in time with basic strokes showing some consistency in timing.</p> <p>I can demonstrate a fair level of technique, consistently co-ordinating the correct body parts in a range of strokes.</p> <p>I can combine gliding and floating on front and back over an increased distance.</p> <p>I can float on front and back using different shapes with increased control.</p> <p>I can comfortably demonstrate sculling head first, feet first and treading water.</p>	<p>retrieve an object from greater depth.</p> <p>I can confidently co-ordinate a smooth and consistent breathing technique with a range of strokes.</p> <p>I can confidently demonstrate good technique in a wider range of strokes over increased distances.</p> <p>I can combine gliding and transitioning into an appropriate stroke with good control.</p> <p>I can confidently link a variety of floating actions together demonstrating good technique and control.</p> <p>I can select and apply the appropriate survival technique to the situation.</p>
Athletics	<ul style="list-style-type: none"> Physical: pacing Physical: sprinting technique Physical: jumping for distance Physical: throwing for distance Social: working collaboratively Social: working safely Emotional: perseverance Emotional: determination Thinking: observing and providing feedback Thinking: exploring ideas 	<ul style="list-style-type: none"> To develop stamina and an understanding of speed and pace in relation to distance. To develop power and speed in the sprinting technique. To develop technique when jumping for distance. To develop power and technique when throwing for distance. To develop a pull throw for distance and accuracy. To develop officiating and performing skills. 	<ul style="list-style-type: none"> Power, speed, strength, vertical, progressive 	<ul style="list-style-type: none"> I can develop stamina and an understanding of speed and pace in relation to distance. I can develop power and speed in the sprinting technique. I can develop technique when jumping for distance. I can develop power and technique when throwing for distance. I can develop a pull throw for distance and accuracy. I can develop officiating and performing skills. 	
Cricket	<ul style="list-style-type: none"> Physical: underarm and overarm throwing Physical: catching Physical: over and underarm bowling Physical: fielding and tracking a ball Physical: batting Social: collaboration and communication Social: respect Emotional: perseverance Emotional: honesty Thinking: observing and providing feedback Thinking: applying strategies 	<ul style="list-style-type: none"> To develop overarm throwing and catching. To develop underarm bowling. To learn how to grip the bat and develop batting technique. To be able to field a ball using a two handed pick up and a short barrier. To develop overarm bowling technique. To play apply skills learnt to mini cricket. 	<ul style="list-style-type: none"> Fielders, batters, striking, tracking, bowling 	<ul style="list-style-type: none"> I can develop overarm throwing and catching. I can develop underarm bowling. I can learn how to grip the bat and develop batting technique. I can field a ball using a two handed pick up and a short barrier. I can develop an overarm bowling technique. I can play and apply skills learnt to mini cricket. 	
Tag Rugby	<ul style="list-style-type: none"> Physical: passing Physical: catching Physical: dodging Physical: tagging Physical: scoring Social: communication Social: collaboration 	<ul style="list-style-type: none"> To develop throwing, catching and running with the ball. To develop an understanding of tagging rules. To begin to use the 'forward pass' and 'off side' rule. To dodge a defender and move into space when running towards the goal. To develop defending skills and use them in a game 	<p>Interception, opponent, defend, attack, consecutive, possession</p>	<ul style="list-style-type: none"> I can develop throwing, catching and running with the ball. I can develop an understanding of tagging rules. I can begin to use the 'forward pass' and 'off side' rule. I can dodge a defender and move into space when running towards the goal. I can develop defending skills and use them in a game situation. I can apply the rules and skills you have learnt and play in a tag 	

	<ul style="list-style-type: none"> • Social: inclusion • Emotional: honesty and fair play • Emotional: perseverance • Emotional: confidence • Thinking: planning strategies and using tactics • Thinking: observing and providing feedback • 	<p>situation.</p> <ul style="list-style-type: none"> • To apply the rules and skills you have learnt and play in a tag rugby tournament. 		rugby tournament.
Y5/6 Cycle A				
Basketball	<ul style="list-style-type: none"> • Physical: throwing and catching • Physical: dribbling • Physical: intercepting • Physical: shooting • Social: communication • Social: collaboration • Emotional: perseverance • Emotional: honesty and fair play • Thinking: planning strategies and using tactics • Thinking: observing and providing feedback 	<ul style="list-style-type: none"> • To develop protective dribbling against an opponent. • To be able to move into space to support a teammate. • To choose when to pass and when to dribble. • To be able to track an opponent and use defensive techniques to win the ball. • To be able to perform a set shot and a jump shot. • To be able to apply the rules and tactics you have learnt to play in a basketball tournament. 	<ul style="list-style-type: none"> • interception, • protective, • opponent, • defending, • attacking, • possession, • dribble, • space 	<ul style="list-style-type: none"> • I can develop protective dribbling against an opponent. • I can move into space to support a teammate. • I can choose when to pass and when to dribble. • I can track an opponent and use defensive techniques to win the ball. • I can perform a set shot and a jump shot. • I can apply the rules and tactics you have learnt to play in a basketball tournament.
Football	<ul style="list-style-type: none"> • Physical: dribbling • Physical: passing • Physical: ball control • Physical: tracking / jockeying • Physical: turning • Physical: goalkeeping • Physical: receiving • Social: communication • Social: collaboration • Social: cooperation • Social: respect • Emotional: honesty • Emotional: perseverance • Thinking: selecting and applying tactics • Thinking: decision making 	<ul style="list-style-type: none"> • To be able to dribble the ball under pressure. • To pass the ball accurately to help to maintain possession. • To use different turns to keep the ball away from defenders. • To develop defending skills to gain possession. • To develop goalkeeping skills to stop the opposition from scoring. • To be able to apply the rules and tactics you have learnt to play in a football tournament. 	<ul style="list-style-type: none"> • Interception, • opponent, • defend, • attack, • tracking, • possession, • maintain 	<ul style="list-style-type: none"> • I can dribble the ball under pressure. • I can pass the ball accurately to help to maintain possession. • I can use different turns to keep the ball away from defenders. • I can develop defending skills to gain possession. • I can develop goalkeeping skills to stop the opposition from scoring. • I can apply the rules and tactics you have learnt to play in a football tournament.
Gymnastics	<ul style="list-style-type: none"> • Physical: symmetrical and asymmetrical balances • Physical: straight roll • Physical: forward roll • Physical: straddle roll • Physical: backward roll • Physical: cartwheel • Physical: bridge • Physical: shoulder stand • Social: responsibility • Social: collaboration • Social: communication • Social: respect • Emotional: confidence • Thinking: observing and providing feedback • Thinking: selecting and applying actions • Thinking: evaluating and improving sequences 	<ul style="list-style-type: none"> • To be able to perform symmetrical and asymmetrical balances. • To develop the straight, forward, straddle and backward roll. • To be able to explore different methods of travelling, linking actions in both canon and synchronisation. • To be able to perform progressions of inverted movements. • To explore matching and mirroring using actions both on the floor and on apparatus. • To be able to create a partner sequence using apparatus. 	<ul style="list-style-type: none"> • Inversion, • symmetrical, • asymmetrical, • aesthetics, • synchronisation 	<ul style="list-style-type: none"> • I can perform symmetrical and asymmetrical balances. • I can develop the straight, forward, straddle and backward roll. • I can explore different methods of travelling, linking actions in both canon and synchronisation. • I can perform progressions of inverted movements. • I can explore matching and mirroring using actions both on the floor and on apparatus. • I can create a partner sequence using apparatus.
Fitness	<ul style="list-style-type: none"> • Physical: strength • Physical: speed • Physical: power • Physical: agility 	<ul style="list-style-type: none"> • To develop an awareness of what your body is capable of. • To develop speed and stamina. • To develop strength using my own body weight. • To develop co-ordination through skipping. 	<ul style="list-style-type: none"> • Co ordination, • personal, • technique, • agility, 	<ul style="list-style-type: none"> • I can develop an awareness of what your body is capable of. • I can develop speed and stamina. • I can develop strength using my own body weight. • I can develop co-ordination through skipping.

	<ul style="list-style-type: none"> Physical: coordination Physical: balance Physical: stamina Social: supporting and encouraging others Social: working collaboratively Emotional: perseverance Emotional: determination Thinking: analysing scores 	<ul style="list-style-type: none"> To perform actions that develop agility. To develop control whilst balancing. 	<ul style="list-style-type: none"> stamina, continuous 	<ul style="list-style-type: none"> I can perform actions that develop agility. I can develop control whilst balancing.
Athletics	<ul style="list-style-type: none"> Physical: pacing Physical: sprinting technique Physical: relay changeovers Physical: jumping for distance Physical: push and pull throwing for distance Social: collaborating with others Social: supporting others Emotional: perseverance Emotional: determination Thinking: observing and providing feedback 	<ul style="list-style-type: none"> To be able to apply different speeds over varying distances. To develop fluency and co-ordination when running for speed. To develop technique in relay changeovers. To develop technique and co-ordination in the triple jump. To develop throwing with force for longer distances. To develop throwing with greater control and technique. 	<ul style="list-style-type: none"> Consistent, down sweep, upsweep, bounding, momentum 	<ul style="list-style-type: none"> I can apply different speeds over varying distances. I can develop fluency and co-ordination when running for speed. I can develop technique in relay changeovers. I can develop technique and co-ordination in the triple jump. I can develop throwing with force for longer distances. I can develop throwing with greater control and technique.
Rounders	<ul style="list-style-type: none"> Physical: throwing & catching Physical: bowling Physical: tracking, fielding & retrieving a ball Physical: batting Social: organising & self-managing a game Social: respect Social: supporting & encouraging others Social: communicating ideas & reflecting with others Emotional: honesty & fair play Emotional: confident to take risks Emotional: managing emotion Thinking: decision making Thinking: using tactics Thinking: identifying how to improve Thinking: selecting skills 	<ul style="list-style-type: none"> To develop the bowling action and understand the role of the bowler. To develop batting technique. To make decisions about where and when to send the ball to stump a batter out. To develop a variety of fielding techniques and when to use them in a game. To develop long and short barriers in fielding and understand when to use them. To apply the rules and skills you have learnt to play in a rounders tournament. 	<ul style="list-style-type: none"> fielders, continuous, striking, tracking, bowling, outwitting 	<ul style="list-style-type: none"> I can develop the bowling action and understand the role of the bowler. I can develop batting technique. I can make decisions about where and when to send the ball to stump a batter out. I can develop a variety of fielding techniques and when to use them in a game. I can develop long and short barriers in fielding and understand when to use them. I can apply the rules and skills you have learnt to play in a rounders tournament.
Tennis	<ul style="list-style-type: none"> Physical: forehand groundstroke Physical: backhand groundstroke Physical: forehand volley Physical: backhand volley Physical: underarm serve Social: collaboration Social: communication Social: respect Emotional: honesty Thinking: decision making Thinking: selecting and applying tactics 	<ul style="list-style-type: none"> To develop returning the ball using a forehand groundstroke., To develop returning the ball using a backhand groundstroke. To work cooperatively with a partner to keep a continuous rally. To develop the underarm serve and understand the rules of serving. To develop the volley and understand when to use it. To use a variety of strokes to outwit an opponent. 	Opponent, consecutive, forehand, backhand, technique, accuracy	<ul style="list-style-type: none"> I can develop returning the ball using a forehand groundstroke., I can develop returning the ball using a backhand groundstroke. I can work cooperatively with a partner to keep a continuous rally. I can develop the underarm serve and understand the rules of serving. I can develop the volley and understand when to use it. I can use a variety of strokes to outwit an opponent.
Y5/6 Cycle B				
Tag Rugby	<ul style="list-style-type: none"> Physical: throwing Physical: catching Physical: running Physical: dodging Physical: scoring Social: communication Social: collaboration Emotional: perseverance Emotional: confidence Emotional: honesty and fair play Thinking: planning strategies and using tactics Thinking: observing and providing feedback Thinking: selecting and applying skills 	<ul style="list-style-type: none"> To develop attacking principles, understanding when to run and when to pass. To be able to use the 'forward pass' and 'offside' rules. To be able to play games using tagging rules. To develop dodging skills to lose a defender. To develop drawing defence and understanding when to pass. To be able to apply the rules and tactics you have learnt to play in a tag rugby tournament. 	<ul style="list-style-type: none"> Interception, opponent, defend, attack, possession, conceding 	<ul style="list-style-type: none"> I can develop attacking principles, understanding when to run and when to pass. I can use the 'forward pass' and 'offside' rules. I can play games using tagging rules. I can develop dodging skills to lose a defender. I can develop drawing defence and understanding when to pass. I can apply the rules and tactics you have learnt to play in a tag rugby tournament.
Netball	<ul style="list-style-type: none"> Physical: passing Physical: catching Physical: footwork 	<ul style="list-style-type: none"> To develop passing and moving. To be able to use the attacking principle of creating and using space. 	<ul style="list-style-type: none"> Interception, opponent, defend, 	<ul style="list-style-type: none"> I can develop passing and moving. I can use the attacking principle of creating and using space. I can change direction and lose a defender.

	<ul style="list-style-type: none"> Physical: intercepting Physical: shooting Physical: dodging Social: communication Social: collaboration Emotional: perseverance Emotional: honesty and fair play Thinking: planning strategies and using tactics Thinking: selecting and applying skills Thinking: decision making 	<ul style="list-style-type: none"> To be able to change direction and lose a defender. To be able to defend ball side and know when to go for interceptions. To develop the shooting action. To use and apply skills and tactics to small sided games. 	<ul style="list-style-type: none"> attack, possession, conceding 	<ul style="list-style-type: none"> I can defend ball side and know when to go for interceptions. I can develop the shooting action. I can use and apply skills and tactics to small sided games.
Gymnastics	<ul style="list-style-type: none"> Physical: straddle roll Physical: forward roll Physical: backward roll Physical: counter balance Physical: counter tension Physical: bridge Physical: shoulder stand Physical: handstand Physical: cartwheel Physical: headstand Physical: vault Social: responsibility Social: collaboration Social: communication Social: respect Emotional: confidence Thinking: observing and providing feedback Thinking: selecting and applying actions Thinking: evaluating and improving sequences 	<ul style="list-style-type: none"> To be able to develop the straddle, forward and backward roll. To develop counter balance and counter tension. To be able to perform inverted movements with control. To be able to perform the progressions of a headstand and a cartwheel. To be able to use flight from hands to travel over apparatus. To be able to create a group sequence using formations and apparatus. 	<ul style="list-style-type: none"> inversion, Symmetrical Asymmetrical counter balance counter tension 	<ul style="list-style-type: none"> I can develop the straddle, forward and backward roll. I can develop counter balance and counter tension. I can perform inverted movements with control. I can perform the progressions of a headstand and a cartwheel. I can use flight from hands to travel over apparatus. To be able to create a group sequence using formations and apparatus.
Fitness	<ul style="list-style-type: none"> Physical: strength Physical: speed Physical: power Physical: agility Physical: coordination Physical: balance Physical: stamina Social: supporting and encouraging others Social: working collaboratively Emotional: perseverance Emotional: determination Thinking: analysing scores 	<ul style="list-style-type: none"> To develop an awareness of what your body is capable of. To develop speed and stamina. To develop strength using my own body weight. To develop co-ordination through skipping. To perform actions that develop agility. To develop control whilst balancing. 	<ul style="list-style-type: none"> Co-ordination, personal, technique, agility, stamina, continuous 	<ul style="list-style-type: none"> I can develop an awareness of what your body is capable of. I can develop speed and stamina. I can develop strength using my own body weight. I can develop co-ordination through skipping. I can perform actions that develop agility. I can develop control whilst balancing.
Athletics	<ul style="list-style-type: none"> Physical: pacing Physical: sprinting Physical: jumping for distance Physical: push throwing for distance Physical: fling throwing for distance Social: negotiating Social: collaborating with others Emotional: perseverance Emotional: determination Thinking: observing and providing feedback 	<ul style="list-style-type: none"> To work collaboratively with a partner to set a steady pace. To develop your own and others sprinting technique. To develop power, control and technique for the triple jump. To develop power, control and technique when throwing for distance. To develop throwing with force and accuracy for longer distances. To work collaboratively in a team to develop the officiating skills of measuring, timing and recording. 	<ul style="list-style-type: none"> Consistent, down sweep, upsweep, bounding, momentum 	<ul style="list-style-type: none"> I can work collaboratively with a partner to set a steady pace. I can develop your own and others sprinting technique. I can develop power, control and technique for the triple jump. I can develop power, control and technique when throwing for distance. I can develop throwing with force and accuracy for longer distances. I can work collaboratively in a team to develop the officiating skills of measuring, timing and recording.
Cricket	<ul style="list-style-type: none"> Physical: underarm and overarm throwing Physical: catching Physical: over and underarm bowling Physical: long and short barrier Physical: batting 	<ul style="list-style-type: none"> To develop throwing accuracy and catching skills. To develop batting accuracy and directional batting. To develop catching skills (close/deep catching and wicket keeping). 	<ul style="list-style-type: none"> Fielders, continuous, striking, tracking, 	<ul style="list-style-type: none"> I can develop throwing accuracy and catching skills. I can develop batting accuracy and directional batting. I can develop catching skills (close/deep catching and wicket keeping).

	<ul style="list-style-type: none"> • Social: collaboration and communication • Social: respect • Emotional: honesty • Thinking: observing and providing feedback • Thinking: selecting and applying strategies 	<ul style="list-style-type: none"> • To develop overarm bowling technique and accuracy. • To develop a variety of fielding techniques and to use them within a game. • To develop long and short barriers and apply them to a game situation. 	<ul style="list-style-type: none"> • bowling 	<ul style="list-style-type: none"> • I can develop overarm bowling technique and accuracy. • I can develop a variety of fielding techniques and to use them within a game. • I can develop long and short barriers and apply them to a game situation.
Badminton	<ul style="list-style-type: none"> • Physical: ready position • Physical: grip • Physical: forehand • Physical: backhand • Physical: serve • Physical: footwork • Social: communication • Social: respect • Social: supporting and encouraging others • Emotional: confidence • Emotional: perseverance • Emotional: honesty • Thinking: using tactics • Thinking: selecting and applying skills • Thinking: identifying strengths and areas for development 	<ul style="list-style-type: none"> • To develop footwork and the forehand and backhand grip. • To develop the backhand serve over a net. • To develop rallying using an overhead forehand clear. • To develop the forehand serve over a net. • To learn how to score points and play in competitive games. • To develop the backhand clear and apply this to game situations. • To show respect, honesty and fair play when competing against an opponent. 	opponent, consecutive, forehand, backhand, technique, accuracy	<ul style="list-style-type: none"> • I can develop footwork and the forehand and backhand grip. • I can develop the backhand serve over a net • I can develop rallying using an overhead forehand clear. • I can develop the forehand serve over a net. • I can learn how to score points and play in competitive games. • I can develop the backhand clear and apply this to game situations. • I can show respect, honesty and fair play when competing against an opponent. •

