

## PE Progression of Knowledge, Skills and Understanding.

PE 2020-21	Autumn 1 & 2	Spring 1 & 2	Summer 1 & 2	
Yr R	<b>Leap into life</b> To be active and interactive; To develop co-ordination, control, and movement. To understand the importance of physical activity, To make healthy choices in relation to food	<b>Leap into life</b> To be active and interactive; To develop co-ordination, control, and movement. To understand the importance of physical activity, To make healthy choices in relation to food	<b>Leap into life</b> To be active and interactive; To develop co-ordination, control, and movement. To understand the importance of physical activity, To make healthy choices in relation to food	PEGS Level 1 Dynamic movement at pace. Balance Throw for accuracy Catching from height Kick for distance Demonstrate control using equipment.
Functional Movements	<b>To walk using a variety of stride length - P1</b> <ul style="list-style-type: none"> <li>can walk/run/skip developing correct body position and co-ordination.</li> <li>can walk/run/skip around the space without bumping into each other, changing directions and speeds.</li> <li>begin to use arms in conjunction with rest of the body when walking, running or skipping.</li> </ul> <b>To develop a take off action for a variety of jumps. - P2</b> <b>To develop correct landing technique - P2</b> <ul style="list-style-type: none"> <li>can jump demonstrating some degree of body control.</li> <li>can take off and land with both feet together, bending knees on landing.</li> <li>can jump swinging arms upward.</li> </ul> <b>To develop lunge technique, bent knees, upright body to front, side and back - P3</b> <ul style="list-style-type: none"> <li>can lunge in a variety of directions with bent knees and upright body</li> <li>can balance while lunging</li> <li>can demonstrate a lunge position whilst travelling</li> </ul> <b>To jump from one foot to two feet, and one foot to one foot, leading with either leg.- P4</b> <ul style="list-style-type: none"> <li>can jump from foot to two feet, leading with either leg</li> <li>can jump from one foot to other foot, leading with either leg</li> <li>can hop on one/both legs</li> </ul>	<b>To direct body weight to support a push and pull action - P5</b> <ul style="list-style-type: none"> <li>can take weight on a variety of body parts</li> <li>can transfer weight from one body part to another</li> <li>can begin to show strength in lower and upper body</li> </ul> <b>To develop a push and pull using a variety of body parts - P6</b> <ul style="list-style-type: none"> <li>can transfer weight from one body part to another whilst moving</li> <li>can develop a pushing action using a variety of body parts</li> <li>can develop a pushing action using a variety of body parts.</li> </ul> <b>To rise up from a squat - P7</b> <b>To run or travel from a squat - P7</b> <ul style="list-style-type: none"> <li>can demonstrate squat position with balance and control</li> <li>can rise from a squat position to standing with control</li> <li>can travel from a squat position</li> </ul> <b>To roll sideways using a curl-stretch-curl body shape - P8</b> <b>To perform a forward roll from hands and feet through a squat into sitting - P8</b> <ul style="list-style-type: none"> <li>can roll sideways in a stretched body shape</li> <li>can roll sideways in a curled body shape</li> <li>can use correct technique to forward roll</li> </ul>	<b>To bend and stretch into spaces - P9</b> <ul style="list-style-type: none"> <li>can show long stretched body shape from standing to good tension</li> <li>can bend from trunk to attempt to touch toes without bending knees</li> <li>can link a bent and stretched body shape</li> <li>can link a bent and stretched body shape when moving</li> </ul> <b>To bend and stretch in a weight bearing manners - P10</b> <ul style="list-style-type: none"> <li>can perform a bunny jump</li> <li>can perform a shoulder stand</li> <li>can link bent and stretched body shapes using different weight bearing body parts</li> </ul> <b>To rotate and twist the body to create shapes and movement - P11</b> <ul style="list-style-type: none"> <li>can perform a twist or rotation from the waist</li> <li>can hold a twisted shape</li> <li>can twist and rotate whilst travelling, using apparatus</li> </ul> <b>To develop balance on various narrow surfaces - P12</b> <ul style="list-style-type: none"> <li>can balance and hold still</li> <li>can balance whilst travelling</li> <li>can travel with balance along a narrow surface</li> </ul>	
Movement Concepts.	<b>To begin to estimate the number of travel steps (hop, gallop, slide) needed to reach a destination - P1</b> <ul style="list-style-type: none"> <li>can begin to estimate the number steps to reach a destination</li> <li>can gallop using either leg as the lead</li> <li>can hop on either foot maintaining balance</li> </ul> <b>To move in a variety of tempos aesthetically, with music - P2</b> <ul style="list-style-type: none"> <li>can copy and explore basic body actions demonstrated by an adult</li> <li>can begin to interpret a tempo into a series of movements</li> <li>can move an object such as a scarf, to mirror the tempo of the music</li> </ul>	<b>Use cross-lateral techniques to refine movement: walk, run, climb and throw - P3</b> <ul style="list-style-type: none"> <li>can walk and run leading with the opposite arm and leg</li> <li>demonstrates a cross-lateral crawling/climbing action leading with the opposite hand and foot</li> <li>can begin to throw with some rotation of the trunk and possibly a step in the direction of the throw</li> </ul> <b>To leap sideways and to join these moves to form continuity of movement - P4</b> <b>To hop on alternate legs - P4</b> <ul style="list-style-type: none"> <li>can hop on alternate legs while maintaining upright body, knee held out in front at 90 degrees</li> </ul>	<b>To move a variety of objects up, down, forwards, backwards, right and left - P5</b> <ul style="list-style-type: none"> <li>can move objects in a range of directions</li> <li>can bounce a ball up and down using two hands</li> <li>can follow instructions to move objects in a range of directions</li> </ul> <b>To use a variety of techniques with accuracy when moving body and objects - P6</b> <ul style="list-style-type: none"> <li>can perform two-footed jump</li> <li>can catch/ bounce a ball with two hands and roll a ball to a partner</li> <li>can walk along a narrow line showing good balance</li> </ul>	

		<ul style="list-style-type: none"> <li>● can slide from side to side on balls of feet, striding with lead foot, other foot following</li> <li>● can leap to either side, using arms to aid movement, landing with control.</li> </ul>	
Manipulative Skills	<p><b>To anticipate the direction and appropriate action needed to receive a variety of equipment - P1</b></p> <p><b>To trap a ball with hands and feet - P1</b></p> <ul style="list-style-type: none"> <li>● can use eyes to follow the ball until it touches feet of hands</li> <li>● can begin to move feet and body to get in line with ball quickly</li> <li>● can use feet and hands to trap ball</li> <li>● begin to anticipate where partner is aiming</li> </ul> <p><b>To bounce and catch own ball - P2</b></p> <p><b>To throw and catch own equipment - P2</b></p> <p><b>To concentrate on trapping and pulling object - P2</b></p> <ul style="list-style-type: none"> <li>● can bounce and catch own ball</li> <li>● can throw upwards and catch own equipment</li> <li>● can vary the size of throw.</li> </ul>	<p><b>To release and ball or object to a set direction or distance - P3</b></p> <ul style="list-style-type: none"> <li>● can roll the ball with legs shoulder width apart, non-dominant foot forward and knees slightly bent</li> <li>● can use an under-arm throw and a bounce throw to release a ball to a partner</li> <li>● can use a variety of actions to aim accurately at a target.</li> </ul> <p><b>To kick a ball in various directions using both feet - P4</b></p> <p><b>To swing a racquet or bat to strike a ball - P4</b></p> <ul style="list-style-type: none"> <li>● can kick a ball in various directions with some accuracy</li> <li>● can start to swing a racquet to strike a stationary ball from floor or tee</li> <li>● can swing a racquet to moving ball dropped or thrown by themselves</li> </ul>	<p><b>To visually track a ball (and trap it with hands) and prepare to catch - P5</b></p> <ul style="list-style-type: none"> <li>● can use eyes to always follow the ball/object</li> <li>● can move feet to get body in lone with the ball/object quickly</li> <li>● can catch with little fingers together</li> <li>● can use arms to act like a sponge, and bring the ball into your body to absorb its force</li> </ul> <p><b>To bounce and catch a ball - P6</b></p> <p><b>To vary levels of the bounce and anticipate height and timing of the catch - P6</b></p> <p><b>To travel with a ball in variety of ways - P6</b></p> <ul style="list-style-type: none"> <li>● can bounce and catch a ball and anticipate the height of a bounce</li> <li>● can vary the level of a bounce</li> <li>● can travel with a ball in a variety of ways.</li> </ul>
Aesthetic Movement.	<p><b>To investigate different ways of moving isolated body parts and linking these together - P1</b></p> <ul style="list-style-type: none"> <li>● can move isolated body parts</li> <li>● can begin to link two movements together in accordance with a style of music</li> <li>● can begin to develop control of isolated body parts.</li> </ul> <p><b>To travel using isolated body parts - back, stomach, bottom, feet - P2</b></p> <ul style="list-style-type: none"> <li>● can travel on isolated body parts</li> <li>● can use a variety of levels and directions when moving</li> <li>● can begin to link movements together</li> </ul> <p><b>To link together symmetrical body shapes and movements - P3</b></p> <ul style="list-style-type: none"> <li>● can make symmetrical body shapes</li> <li>● can begin to work symmetrically with another person</li> <li>● can link movements together using movement memory</li> </ul> <p><b>To link together asymmetrical body shapes and movements - P4</b></p> <ul style="list-style-type: none"> <li>● can make asymmetrical body shapes</li> <li>● can travel using asymmetrical movements</li> <li>● can work asymmetrically with a partner</li> <li>● can link movements together using movement memory</li> </ul>	<p><b>To show different levels in movement of whole body and isolated body parts - P5</b></p> <ul style="list-style-type: none"> <li>● can start a movement at one level and move to another</li> <li>● can move upper body (arms) at a variety of levels</li> <li>● can move at different levels</li> </ul> <p><b>To show different levels in travelling moves- P6</b></p> <ul style="list-style-type: none"> <li>● can show different use of levels with arms when travelling</li> <li>● can begin to link together a variety of travelling moves at different levels</li> <li>● can use a range of apparatus to perform at different levels</li> </ul> <p><b>To change direction of travel of isolated body parts and the whole body, to include balance - P7</b></p> <ul style="list-style-type: none"> <li>● can change direction using a jump</li> <li>● can begin to anticipate when to change direction</li> <li>● can begin to use individual body parts to lead a change of direction</li> </ul> <p><b>To change and link together different directions of travel, using apparatus - P8</b></p> <ul style="list-style-type: none"> <li>● can change direction on a variety of apparatus</li> <li>● can link together three or more movements, changing direction</li> <li>● can travel forwards, backwards and sideways on apparatus</li> </ul>	<p><b>To move slowly, showing strength and tension in muscles - P9</b></p> <ul style="list-style-type: none"> <li>● can move slowly with control</li> <li>● can show a strong body position</li> <li>● can move in a variety of ways, showing control and strength in movement</li> </ul> <p><b>To move with speed, to show agility - P10</b></p> <ul style="list-style-type: none"> <li>● can show changes in speed when travelling</li> <li>● can work with quick, nimble movements</li> <li>● begin to be aware of changes in body when active</li> </ul> <p><b>To Keep to a beat, move to a beat, then stop and change the movement, whilst keeping the beat - P11</b></p> <ul style="list-style-type: none"> <li>● can moveto a beat</li> <li>● can respond to music to enhance movement</li> <li>● can move with music</li> </ul> <p><b>To use beat as an indication to change movement - P12</b></p> <ul style="list-style-type: none"> <li>● can use different styles of music to enhance and stimulate movement</li> <li>● can use instruments as an accompaniment to movement</li> <li>● can respond to a beat and change movement</li> </ul>

		Autumn 1&2		Spring 1&2		Summer 1&2	
Yr 1		<b>Leap into life</b> Aesthetic Movement. Manipulative Movement. Movement Concepts. Healthy Lifestyle Awareness.	<b>Swimming</b> Swim competently, confidently and proficiently over 25 metres. Use a range of strokes effectively. Perform safe self-rescue.  (Repeated Yr 2)	<b>Leap into life</b> Functional Movement. Aesthetic Movement. Manipulative Movement. Movement Concepts. Healthy Lifestyle Awareness. Managing Risk.	<b>Dance</b> Master basic movements (running, jumping, throwing, catching, developing balance, agility and coordination) Begin to apply the above in a range of activities. Perform dances using simple movement patterns.	<b>Leap into life</b> Functional Movement. Aesthetic Movement. Manipulative Movement. Movement Concepts. Healthy Lifestyle Awareness. Managing Risk.	<b>Games Skills</b> Master basic movements (running, jumping, throwing, catching, developing balance, agility, coordination) Apply the above in activities. Participate in team games, developing simple tactics for attacking and defending.
Acquiring and Developing Skills	Functional Movement	<b>To walk using a variety of stride length - P1</b> <ul style="list-style-type: none"> <li>can walk/run/skip developing correct body position and coordination.</li> <li>can walk/run/skip around the space without bumping into each other, changing directions and speeds.</li> <li>begin to use arms in conjunction with rest of the body when walking, running or skipping.</li> </ul> <b>To develop a take off action for a variety of jumps. - P2</b> <b>To develop correct landing technique - P2</b> <ul style="list-style-type: none"> <li>can jump demonstrating some degree of body control.</li> <li>can take off and land with both feet together, bending knees on landing.</li> <li>can jump swinging arms upward.</li> </ul> <b>To develop lunge technique, bent knees, upright body to front, side and back - P3</b> <ul style="list-style-type: none"> <li>can lunge in a variety of directions with bent knees and upright body</li> <li>can balance while lunging</li> <li>can demonstrate a lunge position whilst travelling</li> </ul> <b>To jump from one foot to two feet, and one foot to one foot, leading with either leg.- P4</b> <ul style="list-style-type: none"> <li>can jump from foot to two feet, leading with either leg</li> <li>can jump from one foot to other foot, leading with either leg</li> <li>can hop on one/both legs</li> </ul>	<b>To work with confidence</b> <b>To explore and use skills, actions and ideas individually and in combination. To remember, repeat and link their actions.</b> <ul style="list-style-type: none"> <li>enter the water carefully, as taught.</li> <li>move around and across the pool e.g. walking, running, hopping, with swimming aids and support.</li> <li>move on and below the surface, showing confidence and enjoyment in the water.</li> <li>begin to swim short distances of between 5 and 20 metres, using aids and later without them.</li> </ul>	<b>To direct body weight to support a push and pull action - P5</b> <ul style="list-style-type: none"> <li>can take weight on a variety of body parts</li> <li>can transfer weight from one body part to another</li> <li>can begin to show strength in lower and upper body</li> </ul> <b>To develop a push and pull using a variety of body parts - P6</b> <ul style="list-style-type: none"> <li>can transfer weight from one body part to another whilst moving</li> <li>can develop a pushing action using a variety of body parts</li> <li>can develop a pushing action using a variety of body parts.</li> </ul> <b>To rise up from a squat - P7</b> <b>To run or travel from a squat - P7</b> <ul style="list-style-type: none"> <li>can demonstrate squat position with balance and control</li> <li>can rise from a squat position to standing with control</li> <li>can travel from a squat position</li> </ul> <b>To roll sideways using a curl-stretch-curl body shape - P8</b> <b>To perform a forward roll from hands and feet through a squat into sitting - P8</b> <ul style="list-style-type: none"> <li>can roll sideways in a stretched body shape</li> <li>can roll sideways in a curled body shape</li> <li>can use correct technique to forward roll</li> </ul>	<b>To explore movement ideas and respond imaginatively to a range of stimuli</b> <b>To move confidently and safely in their own and general space, using changes of speed, level and direction</b> <ul style="list-style-type: none"> <li>respond to different stimuli with a range of actions</li> <li>copy and explore basic body actions demonstrated by the teacher</li> <li>copy simple movement patterns from each other and explore the movement</li> </ul>	<b>To bend and stretch into spaces - P9</b> <ul style="list-style-type: none"> <li>can show long stretched body shape from standing to good tension</li> <li>can bend from trunk to attempt to touch toes without bending knees</li> <li>can link a bent and stretched body shape</li> <li>can link a bent and stretched body shape when moving</li> </ul> <b>To bend and stretch in a weight bearing manners - P10</b> <ul style="list-style-type: none"> <li>can perform a bunny jump</li> <li>can perform a shoulder stand</li> <li>can link bent and stretched body shapes using different weight bearing body parts</li> </ul> <b>To rotate and twist the body to create shapes and movement - P11</b> <ul style="list-style-type: none"> <li>can perform a twist or rotation from the waist</li> <li>can hold a twisted shape</li> <li>can twist and rotate whilst travelling, using apparatus</li> </ul> <b>To develop balance on various narrow surfaces - P12</b> <ul style="list-style-type: none"> <li>can balance and hold still</li> <li>can balance whilst travelling</li> <li>can travel with balance along a narrow surface</li> </ul>	<b>To be confident and safe in spaces used to play games.</b> <b>To explore and use skills, actions and ideas individually and in combination to suit the game they are playing.</b> <ul style="list-style-type: none"> <li>move fluently, changing direction and speed easily and avoiding collisions.</li> <li>show control and accuracy with basic actions for rolling, underarm throwing, striking a ball and kicking.</li> <li>understand the concept of tracking, and get in line with the ball to receive it.</li> </ul>

	Movement Concepts	<p><b>To begin to estimate the number of travel steps (hop, gallop, slide) needed to reach a destination - P1</b></p> <ul style="list-style-type: none"> <li>• can begin to estimate the number steps to reach a destination</li> <li>• can gallop using either leg as the lead</li> <li>• can hop on either foot maintaining balance</li> </ul> <p><b>To move in a variety of tempos aesthetically, with music - P2</b></p> <ul style="list-style-type: none"> <li>• can copy and explore basic body actions demonstrated by an adult</li> <li>• can begin to interpret a tempo into a series of movements</li> <li>• can move an object such as a scarf, to mirror the tempo of the music</li> </ul>		<p><b>Use cross-lateral techniques to refine movement: walk, run, climb and throw - P3</b></p> <ul style="list-style-type: none"> <li>• can walk and run leading with the opposite arm and leg</li> <li>• demonstrates a cross-lateral crawling/climbing action leading with the opposite hand and foot</li> <li>• can begin to throw with some rotation of the trunk and possibly a step in the direction of the throw</li> </ul> <p><b>To leap sideways and to join these moves to form continuity of movement - P4</b></p> <p><b>To hop on alternate legs - P4</b></p> <ul style="list-style-type: none"> <li>• can hop on alternate legs while maintaining upright body, knee held out in front at 90 degrees</li> <li>• can slide from side to side on balls of feet, striding with lead foot, other foot following</li> <li>• can leap to either side, using arms to aid movement, landing with control.</li> </ul>		<p><b>To move a variety of objects up, down, forwards, backwards, right and left - P5</b></p> <ul style="list-style-type: none"> <li>• can move objects in a range of directions</li> <li>• can bounce a ball up and down using two hands</li> <li>• can follow instructions to move objects in a range of directions</li> </ul> <p><b>To use a variety of techniques with accuracy when moving body and objects - P6</b></p> <ul style="list-style-type: none"> <li>• can perform two-footed jump</li> <li>• can catch/ bounce a ball with two hands and roll a ball to a partner</li> <li>• can walk along a narrow line showing good balance</li> </ul>	
Selecting and Applying skills, tactics, compositional ideas	Manipulative Skills	<p><b>To anticipate the direction and appropriate action needed to receive a variety of equipment - P1</b></p> <p><b>To trap a ball with hands and feet - P1</b></p> <ul style="list-style-type: none"> <li>• can use eyes to follow the ball until it touches feet of hands</li> <li>• can begin to move feet and body to get in line with ball quickly</li> <li>• can use feet and hands to trap ball</li> <li>• begin to anticipate where partner is aiming</li> </ul> <p><b>To bounce and catch own ball - P2</b></p> <p><b>To throw and catch own equipment - P2</b></p> <p><b>To concentrate on trapping and pulling object - P2</b></p> <ul style="list-style-type: none"> <li>• can bounce and catch own ball</li> <li>• can throw upwards and catch own equipment</li> <li>• can vary the size of throw.</li> </ul>	<p><b>How to choose and use skills for different swimming tasks</b></p> <p><b>To improve the control and co-ordination of their bodies in water.</b></p> <ul style="list-style-type: none"> <li>• talk about what their body feels like in the water and describe how it feels different when moving in the same way in water and on land.</li> <li>• use different arm and leg actions to propel themselves through the water, at first upright and then horizontal, using swimming aids and support.</li> <li>• gradually coordinate these actions, so that they remain balanced and in control of their bodies..</li> <li>• stretch out and keep afloat on the surface, using a number of body shapes</li> </ul>	<p><b>To release and ball or object to a set direction or distance - P3</b></p> <ul style="list-style-type: none"> <li>• can roll the ball with legs shoulder width apart, non-dominant foot forward and knees slightly bent</li> <li>• can use an under-arm throw and a bounce throw to release a ball to a partner</li> <li>• can use a variety of actions to aim accurately at a target.</li> </ul> <p><b>To kick a ball in various directions using both feet - P4</b></p> <p><b>To swing a racquet or bat to strike a ball - P4</b></p> <ul style="list-style-type: none"> <li>• can kick a ball in various directions with some accuracy</li> <li>• can start to swing a racquet to strike a stationary ball from floor or tee</li> <li>• can swing a racquet to moving ball dropped or thrown by themselves</li> </ul>	<p><b>To compose and link movement phrases to make simple dances with clear beginnings, middles and ends</b></p> <p><b>To perform movement phrases using a range of body actions and body parts</b></p> <ul style="list-style-type: none"> <li>• choose movements to make into their own phrases with beginnings, middles and ends</li> <li>• practise and repeat their movement phrases and perform them in a controlled way</li> </ul>	<p><b>To visually track a ball (and trap it with hands) and prepare to catch - P5</b></p> <ul style="list-style-type: none"> <li>• can use eyes to always follow the ball/object</li> <li>• can move feet to get body in line with the ball/object quickly</li> <li>• can catch with little fingers together</li> <li>• can use arms to act like a sponge, and bring the ball into your body to absorb its force</li> </ul> <p><b>To bounce and catch a ball - P6</b></p> <p><b>To vary levels of the bounce and anticipate height and timing of the catch - P6</b></p> <p><b>To travel with a ball in variety of ways - P6</b></p> <ul style="list-style-type: none"> <li>• can bounce and catch a ball and anticipate the height of a bounce</li> <li>• can vary the level of a bounce</li> <li>• can travel with a ball in a variety of ways.</li> </ul>	

	Aesthetic Movement.	<p><b>To investigate different ways of moving isolated body parts and linking these together - P1</b></p> <ul style="list-style-type: none"> <li>• can move isolated body parts</li> <li>• can begin to link two movements together in accordance with a style of music</li> <li>• can begin to develop control of isolated body parts.</li> </ul> <p><b>To travel using isolated body parts - back, stomach, bottom, feet - P2</b></p> <ul style="list-style-type: none"> <li>• can travel on isolated body parts</li> <li>• can use a variety of levels and directions when moving</li> <li>• can begin to link movements together</li> </ul> <p><b>To link together symmetrical body shapes and movements - P3</b></p> <ul style="list-style-type: none"> <li>• can make symmetrical body shapes</li> <li>• can begin to work symmetrically with another person</li> <li>• can link movements together using movement memory</li> </ul> <p><b>To link together asymmetrical body shapes and movements - P4</b></p> <ul style="list-style-type: none"> <li>• can make asymmetrical body shapes</li> <li>• can travel using asymmetrical movements</li> <li>• can work asymmetrically with a partner</li> <li>• can link movements together using movement memory</li> </ul>		<p><b>To show different levels in movement of whole body and isolated body parts - P5</b></p> <ul style="list-style-type: none"> <li>• can start a movement at one level and move to another</li> <li>• can move upper body (arms) at a variety of levels</li> <li>• can move at different levels</li> </ul> <p><b>To show different levels in travelling moves- P6</b></p> <ul style="list-style-type: none"> <li>• can show different use of levels with arms when travelling</li> <li>• can begin to link together a variety of travelling moves at different levels</li> <li>• can use a range of apparatus to perform at different levels</li> </ul> <p><b>To change direction of travel of isolated body parts and the whole body, to include balance - P7</b></p> <ul style="list-style-type: none"> <li>• can change direction using a jump</li> <li>• can begin to anticipate when to change direction</li> <li>• can begin to use individual body parts to lead a change of direction</li> </ul> <p><b>To change and link together different directions of travel, using apparatus - P8</b></p> <ul style="list-style-type: none"> <li>• can change direction on a variety of apparatus</li> <li>• can link together three or more movements, changing direction</li> <li>• can travel forwards, backwards and sideways on apparatus</li> </ul>		<p><b>To move slowly, showing strength and tension in muscles - P9</b></p> <ul style="list-style-type: none"> <li>• can move slowly with control</li> <li>• can show a strong body position</li> <li>• can move in a variety of ways, showing control and strength in movement</li> </ul> <p><b>To move with speed, to show agility - P10</b></p> <ul style="list-style-type: none"> <li>• can show changes in speed when travelling</li> <li>• can work with quick, nimble movements</li> <li>• begin to be aware of changes in body when active</li> </ul> <p><b>To Keep to a beat, move to a beat, then stop and change the movement, whilst keeping the beat - P11</b></p> <ul style="list-style-type: none"> <li>• can move to a beat</li> <li>• can respond to music to enhance movement</li> <li>• can move with music</li> </ul> <p><b>To use beat as an indication to change movement - P12</b></p> <ul style="list-style-type: none"> <li>• can use different styles of music to enhance and stimulate movement</li> <li>• can use instruments as an accompaniment to movement</li> <li>• can respond to a beat and change movement</li> </ul>	<p><b>How to choose and use skills effectively for particular games</b></p> <ul style="list-style-type: none"> <li>• understand the concepts of aiming, hitting into space, and taking the ball to a good position for aiming.</li> <li>• use skills in different ways in different games and try to win by changing the way they use skills in response to their opponent's actions.</li> <li>• recognise space in their games and use it to their advantage, planning where to stand to make it difficult for opponents.</li> </ul>
Knowledge and Understanding of fitness and health			<p><b>That being active is fun and good for them.</b></p> <p><b>To recognise what their bodies feel like during different activities.</b></p> <ul style="list-style-type: none"> <li>• describe how the temperature of the water affects their bodies</li> <li>• explain what they do to feel warmer in the water..</li> <li>• know and explain the rules and routines that keep them safe near water.</li> </ul>		<p><b>To recognise how their body feels when still and when exercising</b></p> <ul style="list-style-type: none"> <li>• know where their heart is and understand why it beats faster when exercising</li> </ul>		<p><b>That being active is good for them.</b></p> <ul style="list-style-type: none"> <li>• describe what it feels like when they breathe faster during exercise.</li> <li>• explain why running and playing games is good for them</li> </ul>

			<ul style="list-style-type: none"> <li>• take care of themselves and are aware of others in and around the swimming pool.</li> </ul>				
Evaluating and improving performance			<p><b>To watch, copy and describe what they and others have done, and to use the information to improve their work.</b></p> <ul style="list-style-type: none"> <li>• use actions and words to explain what they and others do in the pool.</li> <li>• copy and describe what they see in short demonstrations.</li> </ul>		<p><b>To talk about dance ideas inspired by different stimuli</b> <b>To copy, watch, and describe dance movement</b></p> <ul style="list-style-type: none"> <li>• use simple dance vocabulary to describe movement</li> <li>• talk about dance, linking movement to moods, ideas and feelings</li> </ul>		<p><b>To watch, copy and describe what others are doing.</b> <b>To describe what they are doing.</b></p> <ul style="list-style-type: none"> <li>• watch others' movements carefully</li> <li>• describe what they have done or seen others doing.</li> <li>• copy what they see and say why it is good.</li> </ul>

	Autumn 1&2			Spring 1&2		Summer 1	
<b>Yr 2</b>	<p><b>Swimming</b> Swim competently, confidently and proficiently over 25 metres. Use a range of strokes effectively. Perform safe self-rescue.</p> <p>(Repeat from Yr 1)</p>	<p><b>Dance</b> Master basic movements (running, jumping, throwing, catching, developing balance, agility and co-ordination) Begin to apply the above in a range of activities. Perform dances using simple movement patterns.</p>	<p><b>Gymnastics</b> Master basic movements (running, jumping, throwing, catching, developing balance, agility and co-ordination) Begin to apply the above in a range of activities. Perform simple movement patterns.</p>	<p><b>Games – Throwing and Catching (focus)</b> Master basic movements (running, jumping, throwing, catching, developing balance, agility and co-ordination) Begin to apply the above in a range of activities. Participate in team games, developing simple tactics for attacking and defending.</p>	<p><b>Gymnastics</b> Master basic movements (running, jumping, balance, agility and co-ordination) Apply the above in activities. Perform simple movement patterns.</p>	<p><b>Games - Hitting and striking (focus)</b> Master basic movements (running, jumping, throwing, catching, developing balance, agility and co-ordination) Begin to apply the above in a range of activities. Participate in team games, developing simple tactics for attacking and defending.</p>	<p><b>Athletics</b> Master basic movements (running, jumping, throwing, balance, agility and co-ordination) Begin to apply the above in a range of activities.</p>
Acquiring and Developing Skills	<p><b>To work with confidence</b> <b>To explore and use skills, actions and ideas individually and in combination. To remember, repeat and link their actions.</b></p> <ul style="list-style-type: none"> <li>• enter the water carefully, as taught.</li> <li>• move around and across the pool e.g. walking, running, hopping, with swimming aids and support.</li> <li>• move on and below the surface, showing confidence and enjoyment in the water.</li> </ul>	<p><b>To explore, remember, repeat and link a range of actions with coordination, control, and an awareness of the expressive qualities of the dance</b></p> <ul style="list-style-type: none"> <li>• talk about different stimuli as the starting point for creating dance phrases and short dances</li> <li>• explore actions in response to stimuli</li> <li>• explore ideas, moods and feelings by improvising, and by</li> </ul>	<p><b>To remember, repeat and link combinations of gymnastic actions, body shapes and balances with control and precision.</b></p> <ul style="list-style-type: none"> <li>• perform a range of actions with control and coordination</li> <li>• repeat accurately sequences of gymnastic actions</li> <li>• move smoothly from a position of stillness to a travelling movement</li> <li>• move smoothly and in a controlled way from one position of stillness to another</li> </ul>	<p><b>To improve the way they coordinate and control their bodies and a range of equipment.</b> <b>To remember, repeat and link combinations of skills.</b></p> <ul style="list-style-type: none"> <li>• perform a range of rolling, throwing, striking, kicking, catching and gathering skills with control.</li> <li>• show a good awareness of others in running, chasing and avoiding games, making simple</li> </ul>	<p><b>To remember, repeat and link combinations of gymnastic actions, body shapes and balances with control and precision.</b></p> <ul style="list-style-type: none"> <li>• perform a range of actions with control and coordination</li> <li>• repeat accurately sequences of gymnastic actions</li> <li>• move smoothly from a position of stillness to a travelling movement</li> </ul>	<p><b>To improve the way they coordinate and control their bodies and a range of equipment.</b> <b>To remember, repeat and link combinations of skills.</b></p> <ul style="list-style-type: none"> <li>• perform a range of rolling, throwing, striking, kicking, catching and gathering skills with control.</li> <li>• show a good awareness of others in running, chasing and avoiding games, making</li> </ul>	<p><b>To remember, repeat and link combinations of actions</b> <b>To use their bodies and a variety of equipment with greater control and coordination</b></p> <ul style="list-style-type: none"> <li>• develop awareness of speed and distance</li> <li>• develop control and fluency in their movements</li> <li>• develop listening skills and quick reactions</li> <li>• develop awareness of distance and weight</li> <li>• throw with coordination and force</li> </ul>

	<ul style="list-style-type: none"> <li>begin to swim short distances of between 5 and 20 metres, using aids and later without them.</li> </ul>	<p>experimenting with actions, dynamics, directions, levels and a growing range of possible movements</p>		<p>decisions about when and where to run</p>	<ul style="list-style-type: none"> <li>move smoothly and in a controlled way from one position of stillness to another</li> </ul>	<p>simple decisions about when and where to run</p>	<ul style="list-style-type: none"> <li>develop awareness of weight and distance</li> <li>throw underarm for accuracy towards a given target</li> <li>develop awareness of height and distance</li> <li>take off in different ways and land in a coordinated way</li> <li>work in small groups taking turns</li> <li>take off and land in different ways</li> <li>work in pairs and small groups taking turns</li> <li>make different body shapes in flight</li> </ul>
<p>Selecting and Applying skills, tactics, compositional ideas</p>	<p><b>How to choose and use skills for different swimming tasks</b>  <b>To improve the control and coordination of their bodies in water.</b></p> <ul style="list-style-type: none"> <li>talk about what their body feels like in the water and describe how it feels different when moving in the same way in water and on land.</li> <li>use different arm and leg actions to propel themselves through the water, at first upright and then horizontal, using swimming aids and support.</li> <li>gradually coordinate these actions, so that they remain balanced and in control of their bodies..</li> <li>stretch out and keep afloat on the surface, using a number of body shapes</li> </ul>	<p><b>To compose and perform dance phrases and short dances that express and communicate moods, ideas and feelings, choosing and varying simple compositional ideas</b></p> <ul style="list-style-type: none"> <li>choose and link actions to make short dance phrases that express an idea, mood or feeling, and reflect rhythmic qualities</li> <li>remember and repeat a short dance phrase, showing greater control, coordination and spatial awareness</li> <li>perform dance phrases and short dances using rhythmic and dynamic qualities to express moods, ideas and feelings</li> <li>show some sensitivity to the accompaniment</li> </ul>	<p><b>To choose, use and vary simple compositional ideas in the sequences they create and perform</b></p> <ul style="list-style-type: none"> <li>devise, repeat and perform a short sequence in which there is a clear beginning, middle and end</li> <li>adapt the sequence to include apparatus or a partner</li> <li>use different combinations of floor, mats and apparatus, showing control, accuracy and fluency</li> </ul>	<p><b>To choose, use and vary simple tactics</b></p> <ul style="list-style-type: none"> <li>choose and use tactics to suit different situations</li> <li>react to situations in a way that helps their partners and makes it difficult for their opponents.</li> <li>know how to score and keep the rules of the games.</li> </ul>	<p><b>To choose, use and vary simple compositional ideas in the sequences they create and perform</b></p> <ul style="list-style-type: none"> <li>devise, repeat and perform a short sequence in which there is a clear beginning, middle and end</li> <li>adapt the sequence to include apparatus or a partner</li> <li>use different combinations of floor, mats and apparatus, showing control, accuracy and fluency</li> </ul>	<p><b>To choose, use and vary simple tactics</b></p> <ul style="list-style-type: none"> <li>choose and use tactics to suit different situations</li> <li>react to situations in a way that helps their partners and makes it difficult for their opponents.</li> <li>know how to score and keep the rules of the games.</li> </ul>	<p><b>To choose skills and equipment to help them meet the challenges they are set</b></p> <ul style="list-style-type: none"> <li>use different running and walking speeds for shorter and longer durations</li> <li>choose different ways of throwing to suit heavy or light implements</li> <li>select and apply different force to targets at varying distances</li> <li>apply different take offs to different jumping activities</li> <li>use different jumps to make jumping sequences</li> </ul>
<p>Knowledge and Understanding of fitness and health</p>	<p><b>That being active is fun and good for them.</b>  <b>To recognise what their bodies feel like during different activities.</b></p> <ul style="list-style-type: none"> <li>describe how the temperature of the water affects their bodies</li> <li>explain what they do to feel warmer in the water..</li> <li>know and explain the rules and routines that keep them safe near water.</li> </ul>	<p><b>To recognise and describe how different dance activities make them feel</b>  <b>To understand the importance of warming up and cooling down</b></p> <ul style="list-style-type: none"> <li>know how their bodies feel after dance activities</li> <li>know that they need to warm up and cool down for dance</li> </ul>	<p><b>To recognise and describe what their bodies feel like during different types of activity</b>  <b>To lift, move and place equipment safely</b></p> <ul style="list-style-type: none"> <li>say whether their heart is beating fast or slow, whether their breathing is normal or puffed, and whether they feel hot, warm or cool</li> <li>recognise and avoid risks when handling and placing apparatus</li> </ul>	<p><b>To recognise and describe what their bodies feel like during different types of activity.</b></p> <ul style="list-style-type: none"> <li>understand and describe changes to their heart rate when playing different games.</li> <li>begin to anticipate what they will feel like after playing games.</li> </ul>	<p><b>To recognise and describe what their bodies feel like during different types of activity</b>  <b>To lift, move and place equipment safely</b></p> <ul style="list-style-type: none"> <li>say whether their heart is beating fast or slow, whether their breathing is normal or puffed, and whether they feel hot, warm or cool</li> </ul>	<p><b>To recognise and describe what their bodies feel like during different types of activity.</b></p> <ul style="list-style-type: none"> <li>understand and describe changes to their heart rate when playing different games.</li> <li>begin to anticipate what they will feel like after playing games.</li> </ul>	<p><b>To recognise and describe what their bodies feel like during different types of activity</b></p> <ul style="list-style-type: none"> <li>understand what happens to their bodies when they exercise</li> <li>Understand how throwing activities can help to make them stronger</li> <li>understand how throwing activities can help to make them stronger</li> <li>describe the effects of jumping activities on their bodies</li> </ul>

	<ul style="list-style-type: none"> <li>• take care of themselves and are aware of others in and around the swimming pool.</li> </ul>				<ul style="list-style-type: none"> <li>• recognise and avoid risks when handling and placing apparatus</li> </ul>		<ul style="list-style-type: none"> <li>• understand the effects of jumping activities on their bodies</li> </ul>
Evaluating and improving performance	<p><b>To watch, copy and describe what they and others have done, and to use the information to improve their work.</b></p> <ul style="list-style-type: none"> <li>• use actions and words to explain what they and others do in the pool.</li> <li>• copy and describe what they see in short demonstrations.</li> </ul>	<p><b>To watch and describe dance phrases and dances, and use what they learn to improve their own work</b></p> <ul style="list-style-type: none"> <li>• describe dance phrases and expressive qualities</li> <li>Start of Unit End of Unit</li> <li>• say what they like and dislike, giving reasons</li> <li>Start of Unit End of Unit</li> <li>• show an understanding of mood and describe how a dance makes them feel</li> </ul>	<p><b>To improve their work using information they have gained by watching, listening and investigating</b></p> <ul style="list-style-type: none"> <li>• describe their own or their partner's sequence accurately, commenting on what it contains and whether it is performed smoothly and with control</li> <li>• choose one aspect of their sequence to improve, and say how to improve it.</li> </ul>	<p><b>To recognise good quality in performance</b></p> <p><b>To use information to improve their work.</b></p> <ul style="list-style-type: none"> <li>• watch and describe performances accurately</li> <li>• recognise what is successful</li> <li>• copy actions and ideas, and use the information they collect to improve their skills</li> </ul>	<p><b>To improve their work using information they have gained by watching, listening and investigating</b></p> <ul style="list-style-type: none"> <li>• describe their own or their partner's sequence accurately, commenting on what it contains and whether it is performed smoothly and with control</li> <li>• choose one aspect of their sequence to improve, and say how to improve it.</li> </ul>	<p><b>To recognise good quality in performance</b></p> <p><b>To use information to improve their work.</b></p> <ul style="list-style-type: none"> <li>• watch and describe performances accurately</li> <li>• recognise what is successful</li> <li>• copy actions and ideas, and use the information they collect to improve their skills</li> </ul>	<p><b>To watch, copy and describe what they and others have done</b></p> <ul style="list-style-type: none"> <li>• Describe different running and walking speeds</li> <li>• describe different throwing actions</li> <li>• describe different types of throws</li> <li>• understand the basic skills required to make an accurate throw</li> <li>• watch and copy each other jumping and recognise good jumps</li> <li>• describe the basic techniques for jumping</li> <li>• watch each other jump, copy and recognise good jumps</li> </ul>

	Autumn 1&2		Spring 1&2		Summer 1&2	
<b>Yr 3</b>	<p><b>Invasion Games – Football</b></p> <p>Use running, jumping, throwing and catching in isolation and in combination. Play competitive games and apply basic principles suitable for attacking and defending. Develop flexibility, strength, technique, control and balance. Compare performances with previous ones and demonstrate improvement.</p>	<p><b>Invasion Games – Football</b></p> <p>Use running, jumping, throwing and catching in isolation and in combination. Play competitive games and apply basic principles suitable for attacking and defending. Develop flexibility, strength, technique, control and balance. Compare performances with previous ones and demonstrate improvement.</p>	<p><b>Swimming</b></p> <p>Swim competently, confidently and proficiently over a distance of 25 metres. Use a range of strokes. Perform safe self-rescue in different water-based situations.</p> <p>(Repeated in Yr 4)</p>	<p><b>Gymnastics</b></p> <p>Develop flexibility, strength, technique, control and balance. Perform a range of movement patterns. Compare performances with previous ones and demonstrate improvement.</p>	<p><b>Net/Wall Racquet Sports</b></p> <p>Use running, jumping, throwing and catching in isolation and in combination. Play competitive games and apply basic principles suitable for attacking and defending. Compare performances with previous ones and demonstrate improvement.</p>	<p><b>Athletics</b></p> <p>Use running, jumping, throwing and catching in isolation and in combination. Develop flexibility, strength, technique, control and balance. Compare performances with previous ones and demonstrate improvement.</p>
Acquiring and Developing Skills	<p><b>To consolidate and improve the quality of their techniques and their ability to link movements</b></p> <ul style="list-style-type: none"> <li>• use a range of skills to help them keep possession and control of the ball</li> <li>• pass, receive and dribble the ball, keeping control and possession consistently</li> </ul>	<p><b>To consolidate and improve the quality of their techniques and their ability to link movements</b></p> <ul style="list-style-type: none"> <li>• use a range of skills to help them keep possession and control of the ball</li> <li>• pass, receive and dribble the ball, keeping control and possession consistently</li> </ul>	<p><b>To consolidate and develop the quality of their skills.</b></p> <p><b>To improve linking movements and actions.</b></p> <ul style="list-style-type: none"> <li>• swim on their front and back, using arm and leg actions together with smooth coordination.</li> <li>• control their breathing and are comfortable on the surface and under water, swimming fluently and with control when using back crawl, front crawl and breaststroke.</li> </ul>	<p><b>To consolidate and improve the quality of their actions, body shapes and balances, and their ability to link phrases of movement</b></p> <ul style="list-style-type: none"> <li>• explore combinations of floor, mats and apparatus, and find different ways of using a shape, balance or travel</li> <li>• practise an action or short sequence of movements, and improve the quality of the actions and transitions</li> </ul>	<p><b>To consolidate and develop the range and consistency of their skills in net games</b></p> <ul style="list-style-type: none"> <li>• perform the basic skills needed for the games with control and consistency</li> <li>• keep a game going using a range of different ways of throwing</li> <li>• vary the speed and direction of the ball</li> <li>• play games using a racket, getting their body into good positions,</li> </ul>	<p><b>To remember, repeat and link combinations of actions</b></p> <p><b>To use their bodies and a variety of equipment with greater control and coordination</b></p> <ul style="list-style-type: none"> <li>• demonstrate the five basic jumps on their own, e.g. a series of hops, and in combination, e.g. hop, one-two, two-two, showing control at take-off and landing</li> <li>• run continuously for about one minute and, when required, show</li> </ul>

			<ul style="list-style-type: none"> <li>• use personal survival techniques, including floating, sculling and surface diving.</li> <li>• swim for more than 45 seconds and further than 50 metres.</li> </ul>	<ul style="list-style-type: none"> <li>• show control, accuracy and fluency of movement when performing actions on their own and with a partner</li> </ul>	<p>hitting a ball fed to them accurately, and increasingly keeping a rally going using a small range of shots.</p>	<p>the difference between running at speed and jogging</p> <ul style="list-style-type: none"> <li>• throw with increasing accuracy and coordination into targets set at different distances</li> <li>• demonstrate a range of throwing actions using a variety of games equipment</li> </ul>
<p>Selecting and Applying skills, tactics, compositional ideas</p>	<p><b>To improve their ability to choose and use simple tactics and strategies</b></p> <ul style="list-style-type: none"> <li>• use a range of skills to keep possession and make progress towards a goal, on their own and with others</li> <li>• weigh up the options and often make good decisions about what to do</li> <li>• know how to use space in games</li> </ul>	<p><b>To improve their ability to choose and use simple tactics and strategies</b></p> <ul style="list-style-type: none"> <li>• use a range of skills to keep possession and make progress towards a goal, on their own and with others</li> <li>• weigh up the options and often make good decisions about what to do</li> <li>• know how to use space in games</li> </ul>	<p><b>To choose, use and vary strokes and skills, according to use the task and the challenge..</b></p> <ul style="list-style-type: none"> <li>• use a variety of strokes and personal survival skills to suit the needs of a task.</li> <li>• plan how to meet set challenges on their own and in groups.</li> <li>• recognise their own ability and the demands of different challenges, and choose safe and efficient ways to complete challenges successfully.</li> </ul>	<p><b>To improve their ability to select appropriate actions and use simple compositional ideas</b></p> <ul style="list-style-type: none"> <li>• devise and perform a gymnastic sequence, showing a clear beginning, middle and end</li> <li>• adapt a sequence to include different levels, speeds or directions</li> <li>• work well on their own and contribute to pair sequences</li> </ul>	<p><b>To choose and use a range of simple tactics and strategies To keep, adapt and make rules for net games</b></p> <ul style="list-style-type: none"> <li>• choose good places to stand when receiving, and give reasons for their choice</li> <li>• try to make things difficult for their opponent by directing the ball to space, at different speeds and heights</li> <li>• use the rules and keep games going without disputes</li> </ul>	<p><b>To choose skills and equipment to help them meet the challenges they are set To explain how they have to perform against the challenge they have been set.</b></p> <ul style="list-style-type: none"> <li>• use different techniques, speeds and effort to meet challenges set for running, jumping and throwing</li> </ul>
<p>Knowledge and Understanding of fitness and health</p>	<p><b>To know and describe the short-term effects of different exercise activities on the body</b> <b>How to improve stamina</b></p> <ul style="list-style-type: none"> <li>• recognise and describe what happens to their breathing and heart when they play games, and begin to link this to how warm they feel</li> <li>• identify which games and activities have the biggest impact when trying to improve stamina</li> <li>• describe how some games use short bursts of speed</li> </ul>	<p><b>To know and describe the short-term effects of different exercise activities on the body</b> <b>How to improve stamina</b></p> <ul style="list-style-type: none"> <li>• recognise and describe what happens to their breathing and heart when they play games, and begin to link this to how warm they feel</li> <li>• identify which games and activities have the biggest impact when trying to improve stamina</li> <li>• describe how some games use short bursts of speed</li> </ul>	<p><b>To know and describe the short-term effects of exercise on the body, and how it reacts to different types of activity.</b></p> <ul style="list-style-type: none"> <li>• describe why swimming helps them to be fit and healthy.</li> <li>• explain why their body reacts differently to swimming different distances and times.</li> <li>• describe how swimming affects their heart rate and breathing, and recognise that it is important to control their breathing when swimming.</li> </ul>	<p><b>To recognise and describe the short-term effects of exercise on the body during different activities</b> <b>To know the importance of suppleness and strength</b></p> <ul style="list-style-type: none"> <li>• understand the importance of warming up</li> <li>• identify when their body is warm and stretched ready for gymnastic activity</li> <li>• understand that strength and suppleness are important parts of fitness</li> </ul>	<p><b>To know why warming up is important</b> <b>To recognise how playing affects their bodies</b></p> <ul style="list-style-type: none"> <li>• identify what activities and exercises they could use in a warm up</li> <li>• recognise what happens to their bodies when playing the games</li> <li>• know why warming up is important</li> </ul>	<p><b>To recognise and describe what their bodies feel like during different types of activity</b></p> <ul style="list-style-type: none"> <li>• describe what happens to their heart, breathing and temperature during different types of athletic activity.</li> </ul>
<p>Evaluating and improving performance</p>	<p><b>To describe and evaluate the effectiveness and quality of performance</b> <b>To use what they have learned to improve their work</b></p> <ul style="list-style-type: none"> <li>• explain how to keep possession and describe how they and others have achieved it</li> <li>• identify what they do best and what they find most difficult</li> <li>• recognise players who play well in games and give some reasons why</li> </ul>	<p><b>To describe and evaluate the effectiveness and quality of performance</b> <b>To use what they have learned to improve their work</b></p> <ul style="list-style-type: none"> <li>• explain how to keep possession and describe how they and others have achieved it</li> <li>• identify what they do best and what they find most difficult</li> <li>• recognise players who play well in games and give some reasons why</li> </ul>	<p><b>To describe and evaluate the quality of swimming, and recognise what needs improving.</b></p> <ul style="list-style-type: none"> <li>• use a range of language to describe what they see and give concise explanations of what they do well</li> <li>• identify aspects of their work that need improvement and suggest ways to practise.</li> <li>• realise that smooth swimming demands concentration and good control of arms, legs and breathing.</li> </ul>	<p><b>To describe and evaluate the effectiveness and quality of a performance</b> <b>To recognise how their own performance has improved</b></p> <ul style="list-style-type: none"> <li>• explain the differences between two performances</li> <li>• identify when two performances have the same elements and order, and comment on their quality</li> <li>• understand what is involved in the process of improving a performance</li> </ul>	<p><b>To recognise what skilful play looks like</b> <b>To suggest ideas and practices to improve their play</b></p> <ul style="list-style-type: none"> <li>• describe what is successful in their own and others' play</li> <li>• identify aspects of their game that need improving, and say how and where they could go about improving them</li> </ul>	<p><b>To watch, copy and describe what they and others have done</b></p> <ul style="list-style-type: none"> <li>• identify and describe different running, jumping and throwing actions</li> <li>• explain what is successful and what they have to do to perform better</li> </ul>

	Autumn 1&2		Spring 1&2		Summer 1&2	
<b>Yr 4</b>	<b>Dance</b> Develop flexibility, strength, technique, control and balance. Perform dances using a range of movement patterns. Compare performances with previous ones and demonstrate improvement.	<b>Invasion Games – Football</b> Use running, jumping, throwing and catching in isolation and in combination. Play competitive games and apply basic principles suitable for attacking and defending. Develop flexibility, strength, technique, control and balance.	<b>Swimming</b> Swim competently, confidently and proficiently over a distance of 25 metres. Use a range of strokes effectively. Perform safe self-rescue in different water-based situations. (Repeated from Yr 3)	<b>Gymnastics</b> Develop flexibility, strength, technique, control and balance. Perform a range of movement patterns. Compare performances with previous ones and demonstrate improvement.	<b>Gymnastics</b> Develop flexibility, strength, technique, control and balance. Perform a range of movement patterns. Compare performances with previous ones and demonstrate improvement.	<b>Batting and Fielding - Rounders</b> Use running, jumping, throwing and catching in isolation and in combination. Play competitive games and apply basic principles. Compare performances with previous ones and demonstrate improvement.
Acquiring and Developing Skills	<b>To explore and create characters and narratives in response to a range of stimuli</b> <ul style="list-style-type: none"> <li>think about character and narrative ideas created by the stimulus, and respond through movement</li> <li>experiment with a wide range of actions, varying and combining spatial patterns, speed, tension and continuity when working on their own, with a partner and in a group</li> </ul>	<b>To develop the range and consistency of their skills</b> <ul style="list-style-type: none"> <li>use a range of techniques when passing, e.g. high, low, bounced, fast, slow</li> <li>change direction and speed when dribbling the ball</li> <li>show growing consistency and control in games</li> <li>play with greater speed and flow</li> </ul>	<b>To consolidate and develop the quality of their skills.</b> <b>To improve linking movements and actions.</b> <ul style="list-style-type: none"> <li>swim on their front and back, using arm and leg actions together with smooth coordination.</li> <li>control their breathing and are comfortable on the surface and under water, swimming fluently and with control when using back crawl, front crawl and breaststroke.</li> <li>use personal survival techniques, including floating, sculling and surface diving.</li> <li>swim for more than 45 seconds and further than 50 metres.</li> </ul>	<b>To develop the range of actions, body shapes and balances they include in a performance</b> <b>To perform skills and actions more accurately and consistently</b> <ul style="list-style-type: none"> <li>perform a range of actions and agilities with consistency, fluency and clarity of movement</li> <li>make similar or contrasting shapes on the floor and apparatus, working with a partner</li> <li>combine actions and maintain the quality of performance when performing at the same time as a partner.</li> </ul>	<b>To develop the range of actions, body shapes and balances they include in a performance</b> <b>To perform skills and actions more accurately and consistently</b> <ul style="list-style-type: none"> <li>perform a range of actions and agilities with consistency, fluency and clarity of movement</li> <li>make similar or contrasting shapes on the floor and apparatus, working with a partner</li> <li>combine actions and maintain the quality of performance when performing at the same time as a partner.</li> </ul>	<b>To consolidate and develop the range and consistency of their skills in striking and fielding games.</b> <ul style="list-style-type: none"> <li>use a range of skills with increasing control</li> <li>strike a ball with intent and throw it more accurately when bowling and/or fielding</li> <li>intercept and stop the ball with consistency, and sometimes catch the ball</li> <li>return the ball quickly and accurately</li> </ul>
Selecting and Applying skills, tactics, compositional ideas	<b>To use simple choreographic principles to create motifs and narrative</b> <b>To perform more complex dance phrases and dances that communicate character and narrative</b> <ul style="list-style-type: none"> <li>use different compositional ideas to create motifs incorporating unison, canon, action and reaction, question and answer</li> <li>remember, practise and combine longer, more complex dance phrases</li> <li>communicate what they want through their dances and perform with fluency and control, showing sensitivity to the accompaniment and to others</li> </ul>	<b>To devise and use rules</b> <b>To use and adapt tactics in different situations</b> <ul style="list-style-type: none"> <li>keep and use rules they are given</li> <li>suggest how rules could be changed to improve the game</li> <li>adapt rules in agreement with others and, later, make rules for their own games, which they explain and teach to others</li> <li>use a range of tactics to keep possession of the ball and get into positions to shoot or score</li> <li>have simple plans that they know they can make work</li> </ul>	<b>To choose, use and vary strokes and skills, according to the task and the challenge</b> <ul style="list-style-type: none"> <li>use a variety of strokes and personal survival skills to suit the needs of a task.</li> <li>plan how to meet set challenges on their own and in groups.</li> <li>recognise their own ability and the demands of different challenges, and choose safe and efficient ways to complete challenges successfully.</li> </ul>	<b>To create gymnastic sequences that meet a theme or set of conditions</b> <b>To use compositional devices when creating their sequences, such as changes in speed, level and direction</b> <ul style="list-style-type: none"> <li>combine actions to make sequences with changes of speed, level and direction, and clarity of shape</li> <li>gradually increase the length of sequences</li> <li>work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement</li> </ul>	<b>To create gymnastic sequences that meet a theme or set of conditions</b> <b>To use compositional devices when creating their sequences, such as changes in speed, level and direction</b> <ul style="list-style-type: none"> <li>combine actions to make sequences with changes of speed, level and direction, and clarity of shape</li> <li>gradually increase the length of sequences</li> <li>work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement</li> </ul>	<b>To choose and use a range of simple tactics and strategies</b> <b>To keep, adapt and make rules for striking and fielding games</b> <ul style="list-style-type: none"> <li>choose and use batting or throwing skills to make the game hard for their opponents</li> <li>judge how far they can run to score points</li> <li>choose where to stand as a fielder to make it hard for the batter</li> <li>work well as a team to make it hard for the batter</li> <li>are familiar with and use the rules set, and keep games going without disputes</li> </ul>
Knowledge and Understanding	<b>To know and describe what you need to do to warm up and cool down for dance</b>	<b>To recognise which activities help their speed, strength and stamina</b>	<b>To know and describe the short-term effects of exercise on</b>	<b>To describe how the body reacts during different types of activity,</b>	<b>To describe how the body reacts during different types of activity,</b>	<b>To recognise how specific activities affect their bodies</b>

of fitness and health	<ul style="list-style-type: none"> <li>show understanding of warming up and cooling down, and choose appropriate activities to do on their own</li> </ul>	<p><b>To recognise when speed, strength and stamina are important in games</b></p> <ul style="list-style-type: none"> <li>use the knowledge they are learning in PE to make up suitable warm-up activities for the games they are playing</li> </ul>	<p><b>the body, and how it reacts to different types of activity.</b></p> <ul style="list-style-type: none"> <li>describe why swimming helps them to be fit and healthy.</li> <li>explain why their body reacts differently to swimming different distances and times.</li> <li>describe how swimming affects their heart rate and breathing, and recognise that it is important to control their breathing when swimming.</li> </ul>	<p><b>and how this affects the way they perform.</b></p> <ul style="list-style-type: none"> <li>understand that strength and suppleness are key features of gymnastic performance</li> <li>devise routines of stretching exercises that prepare them for gymnastic work</li> </ul>	<p><b>and how this affects the way they perform.</b></p> <ul style="list-style-type: none"> <li>understand that strength and suppleness are key features of gymnastic performance</li> <li>devise routines of stretching exercises that prepare them for gymnastic work</li> </ul>	<p><b>To begin to understand the importance of warming up</b></p> <ul style="list-style-type: none"> <li>know the demands that specific activities make on their bodies</li> <li>know the importance of warming up</li> </ul>
Evaluating and improving performance	<p><b>To describe, interpret and evaluate their own and others' dances, taking account of character and narrative.</b></p> <ul style="list-style-type: none"> <li>describe and interpret dance movements using appropriate vocabulary</li> <li>suggest how dances and performances can be improved, so that they communicate more effectively</li> </ul>	<p><b>To explain their ideas and plans</b> <b>To recognise aspects of their work that need improving</b></p> <ul style="list-style-type: none"> <li>know and explain the tactics and skills that they are confident with and use well in games</li> <li>choose different ways of practising these tactics and skills</li> <li>describe the help they need to improve their play</li> </ul>	<p><b>To describe and evaluate the quality of swimming, and recognise what needs improving.</b></p> <ul style="list-style-type: none"> <li>use a range of language to describe what they see and give concise explanations of what they do well</li> <li>identify aspects of their work that need improvement and suggest ways to practise.</li> <li>realise that smooth swimming demands concentration and good control of arms, legs and breathing.</li> </ul>	<p><b>To describe their own and others' work, making simple judgements about the quality of performances and suggesting ways they could be improved.</b></p> <ul style="list-style-type: none"> <li>make simple assessments of performance based on a criterion given by the teacher</li> <li>use these assessments to modify and refine their sequences and others' work</li> <li>offer constructive ideas when working with a partner, including ideas on balances, inversion and transfer of weight</li> </ul>	<p><b>To describe their own and others' work, making simple judgements about the quality of performances and suggesting ways they could be improved.</b></p> <ul style="list-style-type: none"> <li>make simple assessments of performance based on a criterion given by the teacher</li> <li>use these assessments to modify and refine their sequences and others' work</li> <li>offer constructive ideas when working with a partner, including ideas on balances, inversion and transfer of weight</li> </ul>	<p><b>To recognise good performance and identify the parts of a performance that need improving</b></p> <ul style="list-style-type: none"> <li>describe what is successful in their own and others' play</li> <li>identify parts of their performance that need improvement, and suggest how to achieve this</li> </ul>

	Autumn 1&2			Spring 1&2		Summer 1&2		
<b>Yr 5</b>	<p><b>Outdoor Adventurous Activity</b></p> <p>Take part in outdoor and adventurous activity both individually and within a team</p> <p>Repeated Yr 6</p>	<p><b>Gymnastics</b></p> <p>Develop flexibility, strength, technique, control and balance. Perform a range of movement patterns. Compare performances with previous ones and demonstrate improvement.</p>	<p><b>Invasion Games – Netball</b></p> <p>Use running, jumping, throwing and catching in isolation and in combination. Play competitive games and apply basic principles suitable for attacking and defending. Develop flexibility, strength, technique, control and balance. Compare performances with previous ones and demonstrate improvement.</p>	<p><b>Net/Wall Racquet Sports</b></p> <p>Use running, jumping, throwing and catching in isolation and in combination. Play competitive games and apply basic principles suitable for attacking and defending. Compare performances with previous ones and demonstrate improvement.</p>	<p><b>Invasion Games – Tag Rugby</b></p> <p>Use running, jumping, throwing and catching in isolation and in combination. Play competitive games and apply basic principles suitable for attacking and defending. Develop flexibility, strength, technique, control and balance. Compare performances with previous ones and demonstrate improvement.</p>	<p><b>Orienteering</b></p> <p>Take part in outdoor and adventurous activity both individually and within a team</p>	<p><b>Athletics</b></p> <p>Use running, jumping, throwing and catching in isolation and in combination. Develop flexibility, strength, technique, control and balance. Compare performances with previous ones and demonstrate improvement.</p>	<p><b>Batting and Fielding - Cricket</b></p> <p>Use running, jumping, throwing and catching in isolation and in combination. Play competitive games and apply basic principles. Compare performances with previous ones and demonstrate improvement.</p>
Acquiring and Developing Skills	<b>To experience a range of outdoor</b>	<b>To perform actions, shapes and balances</b>	<b>To develop a broader range of techniques and skills for attacking and</b>	<b>To develop the range and consistency of their skills, especially in specific net games</b>	<b>To develop a broader range of techniques and skills for attacking and defending</b>	<b>To develop and refine orienteering and problem-solving skills</b>	<b>To develop the consistency of their actions in a number of events</b>	<p>Repeated in Yr 6</p> <p><b>To develop the range and consistency of their</b></p>

	<b>adventurous activities</b> <ul style="list-style-type: none"> <li>• develop fluency and consistency in a range of activities e.g. climbing, kayaking.</li> <li>• complete range of problem solving activities</li> </ul>	<b>consistently and fluently in specific activities</b> <ul style="list-style-type: none"> <li>• perform combinations of actions and agilities that show clear differences between levels, speeds and directions</li> <li>• perform actions, shapes and balances clearly, consistently and fluently, with good body tension and extension</li> </ul>	<b>defending</b> <ul style="list-style-type: none"> <li>• perform skills with accuracy, confidence and control</li> <li>• know the difference between attacking skills and defending skills</li> </ul>	<ul style="list-style-type: none"> <li>• play shots on both sides of the body and above their heads in practices and when the opportunity arises in a game</li> <li>• direct the ball reasonably well towards their opponent's court or target area</li> <li>• show good backswing, follow through and feet positioning.</li> </ul>	<ul style="list-style-type: none"> <li>• perform skills with accuracy, confidence and control</li> <li>• know the difference between attacking skills and defending skills</li> </ul>	<b>when working in groups and on their own</b> <ul style="list-style-type: none"> <li>• read a variety of maps and plans accurately, recognising symbols and features</li> <li>• use physical and teamwork skills well in a variety of different challenges</li> </ul>	<b>To increase the number of techniques they use.</b> <ul style="list-style-type: none"> <li>• sustain their pace over longer distances, e.g. sprint for seven seconds, run for one or two minutes</li> <li>• throw with greater control, accuracy and efficiency</li> <li>• perform a range of jumps showing power, control and consistency at both take-off and landing.</li> </ul>	<b>skills, especially in specific striking and fielding games.</b> <ul style="list-style-type: none"> <li>• use different ways of bowling</li> <li>• bowl underarm accurately</li> <li>• vary how they bowl</li> <li>• bat effectively, using different types of shot</li> <li>• field with increased accuracy</li> <li>• throw overarm with accuracy and for a good</li> </ul>
Selecting and Applying skills, tactics, compositional ideas	<b>Develop strategies in a range of scenarios.</b> <ul style="list-style-type: none"> <li>• develop problem solving strategies</li> <li>• decide on ways to move in different activities e.g. kayaking, climbing, walking</li> </ul>	<b>To choose and apply basic compositional ideas to the sequences they create, and to adapt them to new situations.</b> <ul style="list-style-type: none"> <li>• repeat accurately a longer sequence with more difficult actions, with an emphasis on extension, clear body shape and changes in direction</li> <li>• adapt sequences to include a partner or a small group</li> </ul>	<b>To know and apply the basic strategic and tactical principles of attack, and to adapt them to different situations</b> <b>To choose and apply skills more consistently in activities.</b> <ul style="list-style-type: none"> <li>• respond consistently in the games they play, choosing and using skills which meet the needs of the situation</li> <li>• choose positions in their teams and know how to help when attacking</li> <li>• find and use space to help their team</li> <li>• use a variety of tactics to keep the ball, e.g. changing speed and direction</li> <li>• know and find ways to get the ball towards their opponents' goal</li> <li>• know how to mark and defend their goal(s)</li> </ul>	<b>To use and adapt rules, strategies and tactics, using their knowledge of basic principles of attack and defence.</b> <ul style="list-style-type: none"> <li>• hit the ball with purpose, varying the speed, height and direction</li> <li>• explain what they are trying to do and why it is a good idea</li> <li>• spot the spaces in their opponent's court and try to hit the ball towards them</li> <li>• position themselves well on court</li> </ul>	<b>To know and apply the basic strategic and tactical principles of attack, and to adapt them to different situations</b> <b>To choose and apply skills more consistently in activities.</b> <ul style="list-style-type: none"> <li>• respond consistently in the games they play, choosing and using skills which meet the needs of the situation</li> <li>• choose positions in their teams and know how to help when attacking</li> <li>• find and use space to help their team</li> <li>• use a variety of tactics to keep the ball, e.g. changing speed and direction</li> <li>• know and find ways to get the ball towards their opponents' try line</li> <li>• know how to mark and defend their try line</li> </ul>	<b>To decide what approach to use to meet the challenge set</b> <b>To adapt their skills and understanding as they move from familiar to unfamiliar environments</b> <ul style="list-style-type: none"> <li>• successfully apply their skills and understanding to new challenges and environments</li> <li>• recognise similarities between challenges and choose efficient approaches to new ones</li> </ul>	<b>To choose appropriate techniques for specific events.</b> <ul style="list-style-type: none"> <li>• organise themselves in small groups safely, and take turns and different roles</li> <li>• know and understand the basic principles of relay take-overs</li> <li>• take part well in a relay event</li> </ul>	<b>To use and adapt rules, strategies and tactics, using their knowledge of basic principles of batting and fielding</b> <ul style="list-style-type: none"> <li>• hit the ball from both sides of the body</li> <li>• direct the ball away from fielders, using different angles and speeds</li> <li>• plan to outwit the opposition individually, as a pair or as a team, when they are batting, bowling and fielding</li> <li>• gauge when to run after hitting the ball</li> <li>• use tactics which involve bowlers and fielders working together.</li> </ul>
Knowledge and Understanding of fitness and health	<b>To know the health benefits of being in green space.</b> <b>To know how to manage risk.</b>	<b>To know and understand the basic principles of warming up and why it is important for good-quality performance</b> <b>To understand</b>	<b>To know and understand the basic principles of warming up, and understand why it is important for a good-quality performance</b> <b>To demonstrate that they</b>	<b>To know why warming up and cooling down are important</b> <b>To know how physical activity affects their health</b> <ul style="list-style-type: none"> <li>• carry out warm-up activities carefully and thoroughly</li> </ul>	<b>To know and understand the basic principles of warming up, and understand why it is important for a good-quality performance</b> <b>To demonstrate that they</b>	<b>To understand how the challenge of outdoor and adventurous activities can help their fitness, health and wellbeing.</b>	<b>To understand the basic principles of warming up</b> <b>To understand why exercise is good for fitness, health and wellbeing</b>	<b>To know how to warm up</b> <b>To understand what to include in a warm up in order to improve performance</b> <b>To understand why exercise is good for their</b>

	<ul style="list-style-type: none"> <li>explain how to the body reacts in green spaces in comparison to urban areas/indoor spaces.</li> <li>select suitable kit for activities expeditions</li> <li>identify and manage risks before and during activities.</li> </ul>	<p><b>why physical activity is good for their health.</b></p> <ul style="list-style-type: none"> <li>take more responsibility for their own warm up</li> <li>know how muscles work, how to stretch, and how to carry out strengthening exercises safely</li> <li>know why strength and suppleness are important in gymnastics</li> </ul>	<p><b>understand the principles of warming up by choosing appropriate activities for the games they are going to play.</b></p> <ul style="list-style-type: none"> <li>suggest ideas for warming up, explaining their choice.</li> <li>recognise exercises and activities that help strength, speed and stamina.</li> </ul>	<ul style="list-style-type: none"> <li>give good explanations of how warm-up activities affect the body</li> <li>know why warming up is important to help them play better</li> <li>know the types of exercise they should concentrate on, e.g. speed and flexibility</li> </ul>	<p><b>understand the principles of warming up by choosing appropriate activities for the games they are going to play.</b></p> <ul style="list-style-type: none"> <li>suggest ideas for warming up, explaining their choice.</li> <li>recognise exercises and activities that help strength, speed and stamina.</li> </ul>	<ul style="list-style-type: none"> <li>understand the excitement and enjoyment of completing a challenge</li> <li>know how to prepare physically and organisationally to be safe and efficient</li> </ul>	<ul style="list-style-type: none"> <li>perform a range of warm-up activities</li> <li>explain how warming up can affect their performance</li> <li>say why some athletics activities can improve strength, power or stamina, and explain how these can help their performance in other types of activity</li> </ul>	<p><b>fitness, health and wellbeing</b></p> <ul style="list-style-type: none"> <li>make up their own warm up and explain how it is organised</li> <li>know the importance of particular types of fitness to the game</li> </ul>
Evaluating and improving performance	<p><b>To evaluate their own and other's performance in a range of activities.</b></p> <ul style="list-style-type: none"> <li>watch and comment on group dynamics in team situations.</li> <li>consider own performance and suggest improvements in different situations e.g. kayaking, scrambling, climbing</li> </ul>	<p><b>To choose and use information and basic criteria to evaluate their own and others' work</b></p> <ul style="list-style-type: none"> <li>watch and comment on the quality of movements, shapes and balances, and the way apparatus is used</li> <li>identify which aspects were performed consistently, accurately, fluently and clearly</li> <li>suggest improvements to speed, direction and level in the composition.</li> </ul>	<p><b>To choose and use information to evaluate their own and others' work.</b></p> <ul style="list-style-type: none"> <li>look for specific things in a game and explain how well they are being done.</li> <li>explain why a performance is good</li> <li>recognise parts of a performance that could be improved, and identify practices that will help.</li> </ul>	<p><b>To evaluate performances, explain what needs improving in their own and others' work, and suggest possible improvements</b></p> <ul style="list-style-type: none"> <li>know what they are successful at and what they need to practise more</li> <li>try things out and ask for help to perform better</li> <li>work well with others, adapting their play to suit their own and others' strengths</li> </ul>	<p><b>To choose and use information to evaluate their own and others' work.</b></p> <ul style="list-style-type: none"> <li>look for specific things in a game and explain how well they are being done.</li> <li>explain why a performance is good</li> <li>recognise parts of a performance that could be improved, and identify practices that will help.</li> </ul>	<p><b>To see the importance of a group or team plan, and the value of pooling ideas</b></p> <p><b>To improve their performance by changing or adapting</b></p> <ul style="list-style-type: none"> <li>are clear about what they have to achieve and recognise the importance of planning and thinking as they go</li> <li>identify what they have done well and adapt plans to be more efficient when facing similar challenges</li> </ul>	<p><b>To evaluate their own and others' work and suggest ways to improve it.</b></p> <ul style="list-style-type: none"> <li>watch a partner's athletic performance and identify the main strengths</li> <li>identify parts of the performance that need to be practised and refined, and suggest improvements.</li> </ul>	<p><b>To evaluate strengths and weaknesses in their own and others' performances and suggest improvements</b></p> <ul style="list-style-type: none"> <li>recognise their own and others' strengths</li> <li>identify what they need to improve in their performance and suggest how they could do this.</li> </ul>

	Autumn 1&2			Spring 1&2		Summer 1&2		
<b>Yr 6</b>	<b>Outdoor Adventurous Activity</b> Take part in outdoor and adventurous activity both individually and within a team  Compare performances with previous ones and demonstrate improvement.  Repeated from Yr 5	<b>Games – ultimate Frisbee</b> Use running, jumping, throwing and catching in isolation and in combination. Play competitive games and apply basic principles suitable for attacking and defending. Develop flexibility, strength, technique, control and balance.	<b>Gymnastics</b> Develop flexibility, strength, technique, control and balance. Perform a range of movement patterns. Compare performances with previous ones and demonstrate improvement.	<b>Games-Tag rugby</b> Use running, throwing and catching in isolation and in combination. Play competitive games and apply basic principles suitable for attacking and defending. Develop flexibility, strength, technique, control and balance. Compare performances with previous ones and demonstrate improvement.	<b>Dance</b> Develop flexibility, strength, technique, control and balance. Perform dances using a range of movement patterns. Compare performances with previous ones and demonstrate improvement.	<b>Athletics</b> Use running, jumping, throwing and catching in isolation and in combination. Develop flexibility, strength, technique, control and balance. Compare performances with previous ones and demonstrate improvement.	<b>Dance</b> Develop flexibility, strength, technique, control and balance. Perform dances using a range of movement patterns. Compare performances with previous ones and demonstrate improvement.	<b>Batting and Fielding - Cricket</b> Use running, jumping, throwing and catching in isolation and in combination. Play competitive games and apply basic principles. Compare performances with previous ones and demonstrate improvement.
Acquiring and Developing Skills	<b>To experience a range of outdoor adventurous activities</b> <ul style="list-style-type: none"> <li>develop fluency and consistency in a range of activities e.g. climbing, kayaking.</li> <li>complete range of problem solving activities</li> </ul>	<b>Choose, combine and perform skills more fluently and effectively in invasion games.</b> <ul style="list-style-type: none"> <li>Combine and perform skills with control, adapting them to meet the needs of the situation</li> <li>Perform skills with greater speed</li> </ul>	<b>To combine and perform gymnastic actions, shapes and balances more fluently and effectively across the activity areas</b> <ul style="list-style-type: none"> <li>perform fluently and with control, even when performing difficult combinations</li> <li>work well with a partner or a small group to practise and refine their work</li> </ul>	<b>Choose, combine and perform skills more fluently and effectively in invasion games.</b> <ul style="list-style-type: none"> <li>Combine and perform skills with control, adapting them to meet the needs of the situation</li> <li>Perform skills with greater speed</li> </ul>	<b>To select, combine and perform a range of movement patterns and dance ideas, using dance styles and music from different eras</b> <ul style="list-style-type: none"> <li>perform dance step and action patterns in response to a range of dance styles</li> <li>show an awareness of the rhythm and phrasing of the music when improvising</li> <li>perform movement patterns effectively with a partner.</li> </ul>	<b>To develop the consistency of their actions in a number of events To increase the number of techniques they use</b> <ul style="list-style-type: none"> <li>sustain their pace over longer distances, e.g. sprint for seven seconds, run for one or two minutes</li> <li>throw with greater control, accuracy and efficiency</li> <li>perform a range of jumps showing power, control and consistency at both take-off landing</li> </ul>	<b>To select, combine and perform a range of movement patterns and dance ideas, using dance styles and music from different eras</b> <ul style="list-style-type: none"> <li>perform dance step and action patterns in response to a range of dance styles</li> <li>show an awareness of the rhythm and phrasing of the music when improvising</li> <li>perform movement patterns effectively with a partner.</li> </ul>	<b>To develop the range and consistency of their skills, especially in specific striking and fielding games</b> <ul style="list-style-type: none"> <li>use different ways of bowling</li> <li>bowl underarm accurately</li> <li>vary how they bowl</li> <li>bat effectively, using different types of shot</li> <li>field with increased accuracy</li> <li>throw overarm with accuracy and for a good distance</li> </ul>
Selecting and Applying skills, tactics, compositional ideas	<b>Develop strategies in a range of scenarios.</b> <ul style="list-style-type: none"> <li>develop problem solving strategies</li> <li>decide on ways to move in different activities e.g. kayaking, climbing, walking</li> </ul>	<b>To understand, choose and apply a range of tactics and strategies for defence and attack</b> <b>To use these tactics and strategies more consistently in similar games</b> <ul style="list-style-type: none"> <li>Choose when to pass, so that they keep possession and make progress towards the goal</li> </ul>	<b>To develop their own gymnastic sequences by understanding, choosing and applying a range of compositional principles.</b> <ul style="list-style-type: none"> <li>make up longer sequences and perform them with fluency and clarity of movement</li> <li>vary direction, levels and pathways, to improve the look of a sequence</li> </ul>	<b>To understand, choose and apply a range of tactics and strategies for defence and attack</b> <b>To use these tactics and strategies more consistently in similar games</b> <ul style="list-style-type: none"> <li>Choose when to pass or run, so that they keep possession and make progress towards the goal</li> </ul>	<b>To select and develop a range of compositional principles of their own To perform dances showing an understanding of style, artistic intention and accompaniment</b> <ul style="list-style-type: none"> <li>create motifs that show a dance idea</li> <li>choose and develop material to create</li> </ul>	<b>To choose appropriate techniques for specific events</b> <ul style="list-style-type: none"> <li>organise themselves in small groups safely, and take turns and different roles</li> <li>know and understand the basic principles of relay take-overs</li> <li>take part well in a relay event</li> </ul>	<b>To select and develop a range of compositional principles of their own To perform dances showing an understanding of style, artistic intention and accompaniment</b> <ul style="list-style-type: none"> <li>create motifs that show a dance idea</li> <li>choose and develop material to create</li> </ul>	<b>To use and adapt rules, strategies and tactics, using their knowledge of basic principles of batting and fielding</b> <ul style="list-style-type: none"> <li>hit the ball from both sides of the body</li> <li>direct the ball away from fielders, using different angles and speeds</li> </ul>

		<ul style="list-style-type: none"> <li>Use attacking and defending skills appropriately in games</li> <li>Choose and use different formations to suit the needs of the game</li> </ul>	<ul style="list-style-type: none"> <li>use planned variations and contrasts in actions and speed in their sequences</li> </ul>	<ul style="list-style-type: none"> <li>Use attacking and defending skills appropriately in games</li> <li>Choose and use different formations to suit the needs of the game</li> </ul>	<p>dances</p> <ul style="list-style-type: none"> <li>describe the patterns and forms in specific dance styles</li> <li>perform with sensitivity to the accompaniment, showing awareness of style</li> </ul>		<p>dances</p> <ul style="list-style-type: none"> <li>describe the patterns and forms in specific dance styles</li> <li>perform with sensitivity to the accompaniment, showing awareness of style</li> </ul>	<ul style="list-style-type: none"> <li>plan to outwit the opposition individually, as a pair or as a team, when they are batting, bowling and fielding</li> <li>gauge when to run after hitting the ball</li> <li>use tactics which involve bowlers and fielders working together.</li> </ul>
Knowledge and Understanding of fitness and health	<p><b>To know the health benefits of being in green space.</b></p> <p><b>To know how to manage risk.</b></p> <ul style="list-style-type: none"> <li>explain how the body reacts in green spaces in comparison to urban areas/indoor spaces.</li> <li>select suitable kit for activities expeditions</li> <li>identify and manage risks before and during activities.</li> </ul>	<p><b>To understand why exercise is good for their fitness, health and wellbeing</b></p> <p><b>To understand the need to prepare properly for games.</b></p> <ul style="list-style-type: none"> <li>know the importance of being fit, and what types of fitness are most important for games</li> <li>understand how playing games can contribute to a healthy lifestyle</li> </ul>	<p><b>To understand why warming up and cooling down are important</b></p> <p><b>To understand why exercise is good for health, fitness and wellbeing, and how to become healthier themselves</b></p> <p><b>To carry out warm ups safely and effectively</b></p> <ul style="list-style-type: none"> <li>understand what it is important to include in a warm up for gymnastic activity</li> <li>recognise that a cool down is important</li> <li>understand how gymnastic activity helps their overall health</li> <li>know how to improve their own health and fitness</li> </ul>	<p><b>To understand why exercise is good for their fitness, health and wellbeing</b></p> <p><b>To understand the need to prepare properly for games.</b></p> <ul style="list-style-type: none"> <li>know the importance of being fit, and what types of fitness are most important for games</li> <li>understand how playing games can contribute to a healthy lifestyle</li> </ul>	<p><b>The basic principles of preparing for dance</b></p> <p><b>How performance is improved when preparation is carried out properly</b></p> <ul style="list-style-type: none"> <li>explain the importance of warming up and cooling down</li> <li>describe how the different dance activities make different demands on the body in terms of strength, suppleness and stamina</li> </ul>	<p><b>To understand the basic principles of warming up</b></p> <p><b>To understand why exercise is good for fitness, health and wellbeing</b></p> <ul style="list-style-type: none"> <li>perform a range of warm-up activities</li> <li>explain how warming up can affect their performance</li> <li>say why some athletics activities can improve strength, power or stamina, and explain how these can help their performance in other types of activity.</li> </ul>	<p><b>The basic principles of preparing for dance</b></p> <p><b>How performance is improved when preparation is carried out properly</b></p> <ul style="list-style-type: none"> <li>explain the importance of warming up and cooling down</li> <li>describe how the different dance activities make different demands on the body in terms of strength, suppleness and stamina</li> </ul>	<p><b>To know how to warm up</b></p> <p><b>To understand what to include in a warm up in order to improve performance</b></p> <p><b>To understand why exercise is good for their fitness, health and wellbeing</b></p> <ul style="list-style-type: none"> <li>make up their own warm up and explain how it is organised</li> <li>know the importance of particular types of fitness to the game</li> </ul>
Evaluating and improving performance	<p><b>To evaluate their own and other's performance in a range of activities.</b></p> <ul style="list-style-type: none"> <li>watch and comment on group dynamics in team situations.</li> <li>consider own performance and suggest improvements in different situations e.g. kayaking, scrambling, climbing</li> </ul>	<p><b>To develop their ability to evaluate their own and others' work, and to suggest ways to improve it</b></p> <ul style="list-style-type: none"> <li>recognise and describe the best points in an individual's and a team's performance</li> <li>identify aspects of their own and others' performances that need improvement, and suggest how to improve them</li> </ul>	<p><b>To evaluate their own and others' work</b></p> <p><b>To suggest ways of making improvements.</b></p> <ul style="list-style-type: none"> <li>watch performances and use criteria to make judgements and suggest improvements</li> <li>explain how a sequence is formed, using appropriate terminology to describe technique and composition when evaluating both their own and others' performance</li> </ul>	<p><b>To develop their ability to evaluate their own and others' work, and to suggest ways to improve it</b></p> <ul style="list-style-type: none"> <li>recognise and describe the best points in an individual's and a team's performance</li> <li>identify aspects of their own and others' performances that need improvement, and suggest how to improve them</li> </ul>	<p><b>To evaluate their own strengths and weaknesses in a performance</b></p> <p><b>To suggest areas for improvement</b></p> <ul style="list-style-type: none"> <li>use appropriate language to describe, interpret and evaluate their own and others' work</li> <li>describe the basic characteristics of dance styles and show an understanding of their social,</li> </ul>	<p><b>To evaluate their own and others' work and suggest ways to improve it</b></p> <ul style="list-style-type: none"> <li>watch a partner's athletic performance and identify the main strengths.</li> <li>identify parts of the performance that need to be practised and refined, and suggest improvements.</li> </ul>	<p><b>To evaluate their own strengths and weaknesses in a performance</b></p> <p><b>To suggest areas for improvement</b></p> <ul style="list-style-type: none"> <li>use appropriate language to describe, interpret and evaluate their own and others' work</li> <li>describe the basic characteristics of dance styles and show an understanding of their social,</li> </ul>	<p><b>To evaluate strengths and weaknesses in their own and others' performances and suggest improvements</b></p> <ul style="list-style-type: none"> <li>recognise their own and others' strengths</li> <li>identify what they need to improve in their performance and suggest how they could do this.</li> </ul>

					<p>historical and cultural contexts</p> <ul style="list-style-type: none"><li>• suggest ideas to improve technique and composition</li><li>• identify the main points of the talk on dance styles</li></ul>		<p>historical and cultural contexts</p> <ul style="list-style-type: none"><li>• suggest ideas to improve technique and composition</li><li>• identify the main points of the talk on dance styles</li></ul>	
--	--	--	--	--	---	--	---	--