

	EYFS Physical Development		<p>Involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity.</p> <p>Moving and handling: children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment effectively</p> <p>Health and self-care: children know the importance for good health of physical exercise and talk about ways to keep healthy and safe.</p>			
	AU1	AU2	SP1	SP2	SU1	SU2
N	FUNdamentals Runs safely on whole foot. May be beginning to show preference for dominant hand Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.	FUNdamentals/ Dance Runs safely on whole foot. May be beginning to show preference for dominant hand Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.	Gymnastics/ Dance Observes the effects of activity on their bodies. Mounts stairs, steps or climbing equipment using alternate feet. Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.	Gymnastics/ Dance Observes the effects of activity on their bodies. Mounts stairs, steps or climbing equipment using alternate feet. Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.	FUNdamentals/ Ball Skills Can kick a large ball. May be beginning to show preference for dominant hand Can catch a large ball. Understands that equipment and tools have to be used safely. Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.	FUNdamentals/ Ball Skills Can kick a large ball. May be beginning to show preference for dominant hand Can catch a large ball. Understands that equipment and tools have to be used safely. Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.
R	FUNdamentals Can stand momentarily on one foot when shown. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.	FUNdamentals/ Dance Can stand momentarily on one foot when shown. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Shows some understanding that good practices with regard to exercise, eating,	Gymnastics/ Dance Can stand momentarily on one foot when shown. Experiments with different ways of moving Jumps off an object and lands appropriately. Travels with confidence and skill around, under, over and through balancing and climbing equipment.	Gymnastics/ Dance Can stand momentarily on one foot when shown. Experiments with different ways of moving Jumps off an object and lands appropriately. Travels with confidence and skill around, under, over and through balancing and climbing equipment.	FUNdamentals/ Ball Skills Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Shows a preference for a dominant hand. Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.	FUNdamentals/ Ball Skills Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Shows a preference for a dominant hand. Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.

		sleeping and hygiene can contribute to good health.			They handle equipment and tools effectively Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.	They handle equipment and tools effectively Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.
	KS1 National Curriculum Pupils should be taught to:		master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending perform dances using simple movement patterns.			
Y1	FUNdamentals I can make different shapes I can play cooperative games and activities with a partner or group using a range of equipment and try to beat our best score I can learn a game, dance or gymnastic sequence and say or show what I am doing. I can jump and propel myself forwards and backwards without falling when I land. I can travel in different ways (sliding, pushing, climbing) and can vary my travel pathways safely by making my own decisions or following instructions. I can travel forwards and backwards safely avoiding others. I can work with a partner to move equipment and place it	FUNdamentals/ Ball Skills/ Dance I can learn a game, dance or gymnastic sequence and say or show what I am doing. I can show or tell what I am doing to get better at something and show how I have improved. I can find 2 ways to challenge myself to make the activity harder and improve my skills I can jump and propel myself forwards and backwards without falling when I land. I can travel in different ways (sliding, pushing, climbing) and can vary my travel pathways safely by making my own decisions or following instructions. I can travel forwards and backwards safely avoiding others.	Gymnastics/ Dance I can learn a game, dance or gymnastic sequence and say or show what I am doing. I can show or tell what I am doing to get better at something and show how I have improved. I can say or show how I keep balance when I am not in a stable or steady position I can say or show what a balance is, show which I find easiest and hardest and the reasons why. I can move with rhythm, demonstrating moving in and out of balance with full control, I can balance on large and small parts of my body I can balance with both my feet above my head and hold for 3 seconds (inverted balance)	Gymnastics/ Dance I can learn a game, dance or gymnastic sequence and say or show what I am doing. I can show or tell what I am doing to get better at something and show how I have improved. I can say or show how I keep balance when I am not in a stable or steady position I can say or show what a balance is, show which I find easiest and hardest and the reasons why. I can balance on large and small parts of my body I can balance with both my feet above my head and hold for 3 seconds (inverted balance) I can perform and link 3 different balances on the floor including one inverted balance.	Balls skills/ Team Games I can play cooperative games and activities with a partner or group using a range of equipment and try to beat our best score I can learn a game, dance or gymnastic sequence and say or show what I am doing. I can say or show which piece of equipment I think will work best in different situations and why. I can play chasing and avoiding games and activities in small groups with and without equipment. I can throw and catch different objects by myself and with a partner using both hands, my right and left hand I can receive different types of objects in different ways (stop, trap, catch or hand over)	Athletics I can say or show which piece of equipment I think will work best in different situations and why. I can balance an object on a racket, bat or stick and travel in different directions without dropping the object or bumping into anyone. I can throw and catch different objects by myself and with a partner using both hands, my right and left hand I can find 2 ways to challenge myself to make the activity harder and improve my skills

	<p>in a space of our choice or where directed.</p>	<p>I can move with rhythm, demonstrating moving in and out of balance with full control. I can use movement to show what I see or hear in a picture or poem and can perform this with and without music.</p> <p>I can throw and catch different objects by myself and with a partner using both hands, my right and left hand.</p> <p>I can receive different types of objects in different ways(stop, trap, catch or hand over)</p>	<p>I can perform and link 3 different balances on the floor including one inverted balance.</p> <p>I can show different balanced starting and finishing positions and apply these to different activities.</p> <p>I can keep my balance when I travel in a straight line on a piece of equipment.</p> <p>I can perform and link 3 different balances with and on different pieces of equipment(beanbags, bench, line)</p> <p>I can use movement to show what I see or hear in a picture or poem and can perform this with and without music.</p>	<p>I can show different balanced starting and finishing positions and apply these to different activities.</p> <p>I can keep my balance when I travel in a straight line on a piece of equipment.</p> <p>I can perform and link 3 different balances with and on different pieces of equipment(beanbags, bench, line)</p> <p>I can use movement to show what I see or hear in a picture or poem and can perform this with and without music.</p>	<p>I can balance an object on a racket, bat or stick and travel in different directions without dropping the object or bumping into anyone.</p> <p>I can work with a partner to move equipment and place it in a space of our choice or where directed.</p> <p>I can travel with different objects and stop under control to send to my partner or a target.</p>	
Y2	<p>FUNdamentals</p> <p>I can skip and gallop with rhythm and using both right and left leg as a lead.</p> <p>I can change speed and direction and show different pathways when I am travelling in a space. I look up to avoid others and can stop when I want and when instructed.</p> <p>I can travel in different ways and show soft light movements and strong heavy movements.</p> <p>I can combine change in speed and direction to stay with a partner, with and without equipment. Applied to a range of activities.</p>	<p>FUNdamentals/ Ball skills/ Dance</p> <p>I can combine change in speed and direction to stay with a partner, with and without equipment. Applied to a range of activities.</p> <p>I can send balls and other objects to land in targets that are close and further away.</p> <p>I can move confidently to receive a ball or other object that has been sent to me.</p> <p>I can control a bat or racket to hit a ball off a tee or cone to make it go where I want and use this in a game situation.</p> <p>I can combine moving and stopping with control to pick up/collect an object and send it accurately to a target or partner. Applied in different situations.</p> <p>I can travel with a ball or object in different ways and send it accurately to a target or partner. Applied in different situations.</p> <p>I can play cooperative and competitive games and activities with others where we send and receive balls and other objects in different ways and am able to keep score.</p>	<p>Gymnastics/ Dance</p> <p>I can work as part of a small group to safely move larger pieces of equipment and place them carefully as directed.</p> <p>I can use my imagination to create lots of ways to be active when I am playing</p> <p>I can reflect on my own choices and say or show which parts worked well and which could have been better and why.</p> <p>I can say and show how the apparatus makes my movements or balances different or better.</p> <p>I can plan which balances and movements to use and can say why I chose them.</p> <p>I can decide what equipment I need and take it out and bring it back and put it away.</p>	<p>Gymnastics/ Dance</p> <p>I can work as part of a small group to safely move larger pieces of equipment and place them carefully as directed.</p> <p>I can use my imagination to create lots of ways to be active when I am playing</p> <p>I can reflect on my own choices and say or show which parts worked well and which could have been better and why.</p> <p>I can say and show how the apparatus makes my movements or balances different or better.</p> <p>I can plan which balances and movements to use and can say why I chose them.</p> <p>I can decide what equipment I need and take it out and bring it back and put it away.</p>	<p>Team Games/ Ball skills</p> <p>I can combine change in speed and direction to stay with a partner, with and without equipment. Applied to a range of activities.</p> <p>I can send balls and other objects to land in targets that are close and further away.</p> <p>I can move confidently to receive a ball or other object that has been sent to me.</p> <p>I can control a bat or racket to hit a ball off a tee or cone to make it go where I want and use this in a game situation.</p> <p>I can combine moving and stopping with control to pick up/collect an object and send it accurately to a target or partner. Applied in different situations.</p> <p>I can travel with a ball or object in different ways and send it accurately to a target or partner. Applied in different situations.</p> <p>I can play cooperative and competitive games and activities with others where we send and receive balls and other objects in different ways and am able to keep score.</p>	<p>Athletics</p> <p>I can skip and gallop with rhythm and using both right and left leg as a lead.</p> <p>I can change speed and direction and show different pathways when I am travelling in a space. I look up to avoid others and can stop when I want and when instructed.</p> <p>I can say or show which piece of equipment I think will work best in different situations and why.</p> <p>I can combine moving and stopping with control to pick up/collect an object and send it accurately to a target or</p>

		I can make up and play a small sided games with others that includes striking/sending a ball, travel and scoring points. I can use my imagination to create lots of ways to be active when I am playing			I can make up and play a small sided games with others that includes striking/sending a ball, travel and scoring points. I can work out where to send a ball or object to try to win points in small games and activities.	
	KS2 National Curriculum Pupils should be taught to:		use running, jumping, throwing and catching in isolation and in combination			
			play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending			
			develop flexibility, strength, technique, control and balance			
			perform dances using a range of movement patterns			
			take part in outdoor and adventurous activity challenges both individually and within a team			
			compare their performances with previous ones and demonstrate improvement to achieve their personal best.			
Y3	FUNdamentals/ Gymnastics I can perform a variety of balances (minimum 2) at different levels (high, medium, low) I can show tension and clarity of shape when I balance and can move from one balance to another using a variety of actions . I can perform a simple sequence that links together at least 3 balances held for 3 seconds and shows a clear starting and finishing position . I can use apparatus to help me to perform inverted balances and dynamic balance ; different jumps .	Basketball/ Dance I can show tension and clarity of shape when I balance and can move from one balance to another using a variety of actions. I can hold and control different balances in the air and within my personal space. I can perform a movement sequence with control using a variety of equipment within personal and general space I can perform my movement sequence in unison with a partner or as part of a small group . I can keep travelling for sustained periods of time whilst	Basketball/ Tag Rugby/ Dance I can hold and control different balances in the air and within my personal space. I can perform a movement sequence with control using a variety of equipment within personal and general space I can perform my movement sequence in unison with a partner or as part of a small group. I can keep travelling for sustained periods of time whilst keeping the quality of my work standard I can move safely and with control in general space, both on	Tag Rugby/ Dance I can hold and control different balances in the air and within my personal space. I can perform a movement sequence with control using a variety of equipment within personal and general space I can perform my movement sequence in unison with a partner or as part of a small group. I can keep travelling for sustained periods of time whilst keeping the quality of my work standard I can move safely and with control in general space, both on	OAA/Athletics I can skip with a rope in different directions . I can follow a plan/instructions to set up equipment or apparatus for an activity and can check that it is safe and not going to interfere with others. I can judge what is good about my (and our) performance and decide what I (or we) need to do next to improve. I can explain my choices and reflect whether it was correct or if something else may have worked better. I can choose what equipment to use in a range of situations.	Athletics I can follow a plan/instructions to set up equipment or apparatus for an activity and can check that it is safe and not going to interfere with others. I can judge what is good about my (and our) performance and decide what I (or we) need to do next to improve. I can explain my choices and reflect whether it was correct or if something else may have worked better. I can choose what equipment to use in a range of situations. I can keep travelling for sustained periods of time whilst keeping the quality of my work standard

<p>I can hold and control different balances in the air and within my personal space.</p> <p>I can swing on a rope or bar with control and land or stop safely.</p> <p>I can perform a movement sequence with control using a variety of equipment within personal and general space</p> <p>I can follow a plan/instructions to set up equipment or apparatus for an activity and can check that it is safe and not going to interfere with others.</p> <p>I can judge what is good about my (and our) performance and decide what I (or we) need to do next to improve.</p> <p>I can explain my choices and reflect whether it was correct or if something else may have worked better.</p> <p>I can suggest ways that we can show unison and canon in our gymnastic and dance sequences.</p>	<p>keeping the quality of my work standard</p> <p>I can move safely and with control in general space, both on my own and when working with others.</p> <p>I can travel with, send and receive a ball successfully in different ways, and using a range of equipment. Apply in small sided, cooperative and competitive situations.</p> <p>I can make up and play cooperative and competitive games over a barrier or lines on the floor or wall using equipment and parts of my body.</p> <p>I can work individually and as part of a team to solve simple problems.</p> <p>I can judge where and when to move to receive the ball or to stop it going through the target.</p> <p>I can find solutions to problems on my own and with a partner or as part of a small group.</p> <p>I can suggest ways that we can show unison and canon in our gymnastic and dance sequences.</p>	<p>my own and when working with others.</p> <p>I can travel with, send and receive a ball successfully in different ways, and using a range of equipment. Apply in small sided, cooperative and competitive situations.</p> <p>I can make up and play cooperative and competitive games over a barrier or lines on the floor or wall using equipment and parts of my body.</p> <p>I can work individually and as part of a team to solve simple problems.</p> <p>I can judge where and when to move to receive the ball or to stop it going through the target.</p> <p>I can find solutions to problems on my own and with a partner or as part of a small group.</p> <p>I can suggest ways that we can show unison and canon in our gymnastic and dance sequences.</p>	<p>my own and when working with others.</p> <p>I can travel with, send and receive a ball successfully in different ways, and using a range of equipment. Apply in small sided, cooperative and competitive situations.</p> <p>I can make up and play cooperative and competitive games over a barrier or lines on the floor or wall using equipment and parts of my body.</p> <p>I can work individually and as part of a team to solve simple problems.</p> <p>I can judge where and when to move to receive the ball or to stop it going through the target.</p> <p>I can find solutions to problems on my own and with a partner or as part of a small group.</p> <p>I can suggest ways that we can show unison and canon in our gymnastic and dance sequences.</p>	<p>I can keep travelling for sustained periods of time whilst keeping the quality of my work standard</p>	
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Y4 FUNdamentals/ Gymnastics

I can perform a **sequence**, including **3 balances** on **3** different parts of my **body** at **different levels** (high, medium, low), showing **body tension** and **clarity of shape**. Shown on floor, with equipment or on small **apparatus**.

I can reduce my **level** of contact with the floor to move out of 1 balance into another.

I can perform **weight on hands** in a balanced and **controlled** way and include this in a **sequence**.

I can combine **travel** and **dynamic balance** to help me gain

Quiksticks/ Dance

I can perform **weight on hands** in a balanced and **controlled** way and include this in a **sequence**.

I can combine **travel** and **dynamic balance** to help me gain height and distance in different ways, trying to go higher and further each time.

I can use my body and face to **express** feelings and can apply this using **different dynamics** to perform **sequences of movement** in different contexts.

Quiksticks/ Dance

I can perform **weight on hands** in a balanced and **controlled** way and include this in a **sequence**.

I can combine **travel** and **dynamic balance** to help me gain height and distance in different ways, trying to go higher and further each time.

I can use my body and face to **express** feelings and can apply this using **different dynamics** to perform **sequences of movement** in different contexts.

I can apply changes in **pace and direction** in a variety of activities and activity areas.

Tennis/ Dance

I can perform **weight on hands** in a balanced and **controlled** way and include this in a **sequence**.

I can combine **travel** and **dynamic balance** to help me gain height and distance in different ways, trying to go higher and further each time.

I can use my body and face to **express** feelings and can apply this using **different dynamics** to perform sequences of movement in different contexts.

Tennis/OAA

I can apply changes in **pace and direction** in a variety of activities and activity areas.

I can **move quickly** and confidently to **receive or return a ball** from different positions. Apply this to different situations.

I can **cover space** and **move quickly** and with confidence to **receive and return a ball** accurately. Apply this to different situations.

I can **move with control** from personal to general space and apply this to two different activities.

I can **send balls** and other objects in **different ways using different**

OAA/Athletics

I can **send different objects overarm** with good technique and vary technique according to need (distance). Apply to activities/games.

I can work **individually** and as **part of a team** to solve simple problems.

I can **jump over** or navigate different sorts of barrier in different ways and land safely.

I can **combine travel** and **dynamic balance** to help me gain height and distance in different ways, trying to go higher and further each time.

<p>height and distance in different ways , trying to go higher and further each time.</p> <p>I can jump over or navigate different sorts of barrier in different ways and land safely.</p> <p>I can send different objects overarm with good technique and vary technique according to need (distance). Apply to activities/games</p> <p>I can work as part of a team to follow a trail.</p> <p>I can look at other people's activities and consider what is good and how to improve it.</p>	<p>I can apply changes in pace and direction in a variety of activities and activity areas.</p> <p>I can cover space and move quickly and with confidence to receive and return a ball accurately. Apply this to different situations.</p> <p>I can move with control from personal to general space and apply this to two different activities.</p> <p>I can send balls and other objects in different ways using different techniques and choose which technique is better to send over shorter and longer distances. Apply this in activities/game.</p> <p>I can keep control of the ball, using different parts of my body or equipment, when changing direction and pace to beat an opponent or create space in different situations.</p> <p>I can send and receive a ball to and from a player in the space ahead and change pace so arrive at the same time as the ball. Apply this to activities/games.</p> <p>I can try to hit the ball away from my opponent and into spaces</p> <p>I can predict where to move to receive a ball or object in space.</p> <p>I can work in a group to make up a game, dance or activity and show it to others for them to try.</p>	<p>I can cover space and move quickly and with confidence to receive and return a ball accurately. Apply this to different situations.</p> <p>I can move with control from personal to general space and apply this to two different activities.</p> <p>I can send balls and other objects in different ways using different techniques and choose which technique is better to send over shorter and longer distances. Apply this in activities/game.</p> <p>I can keep control of the ball, using different parts of my body or equipment, when changing direction and pace to beat an opponent or create space in different situations.</p> <p>I can send and receive a ball to and from a player in the space ahead and change pace so arrive at the same time as the ball. Apply this to activities/games.</p> <p>I can try to hit the ball away from my opponent and into spaces</p> <p>I can predict where to move to receive a ball or object in space.</p> <p>I can work in a group to make up a game, dance or activity and show it to others for them to try.</p>	<p>I can apply changes in pace and direction in a variety of activities and activity areas.</p> <p>I can move quickly and confidently to receive or return a ball from different positions. Apply this to different situations.</p> <p>I can cover space and move quickly and with confidence to receive and return a ball accurately. Apply this to different situations.</p> <p>I can move with control from personal to general space and apply this to two different activities.</p> <p>I can send balls and other objects in different ways using different techniques and choose which technique is better to send over shorter and longer distances. Apply this in activities/game.</p> <p>I can keep control of the ball, using different parts of my body or equipment, when changing direction and pace to beat an opponent or create space in different situations.</p> <p>I can send and receive a ball to and from a player in the space ahead and change pace so arrive at the same time as the ball. Apply this to activities/games.</p> <p>I can try to hit the ball away from my opponent and into spaces.</p> <p>I can predict where to move to receive a ball or object in space</p> <p>I can work in a group to create a game, dance or activity and show it to others for them to try.</p>	<p>techniques and choose which technique is better to send over shorter and longer distances. Apply this in activities/game.</p> <p>I can keep control of the ball, using different parts of my body or equipment, when changing direction and pace to beat an opponent or create space in different situations.</p> <p>I can send and receive a ball to and from a player in the space ahead and change pace so arrive at the same time as the ball. Apply this to activities/games.</p> <p>I can try to hit the ball away from my opponent and into spaces.</p> <p>I can predict where to move to receive a ball or object in space</p> <p>I can think of different ways to help my team solve a problem and can suggest ways to improve for next time.</p> <p>I can find different ways of outwitting an opponent on my own.</p>	<p>I can show what it means to change pace and can show how in 3 different situations.</p> <p>I can look at other people's activities and consider what is good and how to improve it.</p>
<p>Y5 FUNdamentals/ Gymnastics</p> <p>I can perform a variety of symmetrical and asymmetrical balances with tension and clarity of shape and can move slowly with control from one balance to another.</p>	<p>Hockey/Dance</p> <p>I can move at different speeds and combine this with receiving a ball or creating space in different situations.</p> <p>I can use canon as part of a sequence with a partner and small group that shows: travel,</p>	<p>Hockey/Dance</p> <p>I can move at different speeds and combine this with receiving a ball or creating space in different situations.</p> <p>I can use canon as part of a sequence with a partner and small</p>	<p>OAA/ Dance</p> <p>I can move at different speeds and combine this with receiving a ball or creating space in different situations.</p> <p>I can use canon as part of a sequence with a partner and small group that shows: travel,</p>	<p>OAA/Athletics</p> <p>I can skip with a rope and play different types of skipping games and activities.</p> <p>I can combine travel with sending balls and other objects for distance in different ways and try to beat my personal best.</p>	<p>Athletics</p> <p>I can skip with a rope and play different types of skipping games and activities.</p> <p>I can combine travel with sending balls and other objects for distance in different ways</p>

<p>I can perform a sequence with a partner showing symmetry and asymmetry at different levels performed under control both on the floor and using apparatus. I can use canon as part of a sequence with a partner and small group that shows: travel, stillness and at least 2 different levels. I can work on my own and with others to cover space and apply this to other situations/activities/games. I can communicate how the apparatus or equipment I use makes the activity different or better.</p>	<p>stillness and at least 2 different levels. I can work on my own and with others to cover space and apply this to other situations/activities/games. I can use space with changes in pace and direction to outwit an opponent or create space both on my own and with others. Apply to activity/game situation I can change pace and direction to mark a player and switch to marking space or covering space when needed in a game situation. I can use a bat, racket or part of my body to hit a ball into spaces close by and further away. I can strike a ball accurately into spaces away from my opponents and apply this to activities/games. I can defend or cover a space to make it difficult for others to send and receive a ball. Apply to activities/games. I can play a simple net/wall game using a net/line on the ground or wall.(I can use space effectively to send and receive the ball, position myself to make it difficulty for my opponents to find space(s)) I can select how or where to send the object depending on who I am passing to or what is happening in the game. I can predict where my opponent is likely to move and send the ball into a different space. I can watch my opponents movements to predict where and when the ball or object is likely to arrive I can work out and show where to send the ball so that it is</p>	<p>group that shows: travel, stillness and at least 2 different levels. I can work on my own and with others to cover space and apply this to other situations/activities/games. I can use space with changes in pace and direction to outwit an opponent or create space both on my own and with others. Apply to activity/game situation I can change pace and direction to mark a player and switch to marking space or covering space when needed in a game situation. I can use a bat, racket or part of my body to hit a ball into spaces close by and further away. I can strike a ball accurately into spaces away from my opponents and apply this to activities/games. I can defend or cover a space to make it difficult for others to send and receive a ball. Apply to activities/games. I can play a simple net/wall game using a net/line on the ground or wall.(I can use space effectively to send and receive the ball, position myself to make it difficulty for my opponents to find space(s)) I can select how or where to send the object depending on who I am passing to or what is happening in the game. I can predict where my opponent is likely to move and send the ball into a different space. I can watch my opponents movements to predict where and when the ball or object is likely to arrive I can work out and show where to send the ball so that it is difficult for the opponent to return it.</p>	<p>stillness and at least 2 different levels. I can work as part of a team to overcome barriers and solve more complex problems by adapting skills and strategies quickly as required. I can plan how to make an activity easier or harder to enable everybody to be successful and provide extra challenge if needed. I can decide and suggest ways to solve problems safely, taking into account everybody's abilities and fears.</p>	<p>I can communicate how the apparatus or equipment I use makes the activity different or better. I can plan how to make an activity easier or harder to enable everybody to be successful and provide extra challenge if needed. I can decide and suggest ways to solve problems safely, taking into account everybody's abilities and fears.</p>	<p>and try to beat my personal best. I can communicate how the apparatus or equipment I use makes the activity different or better. I can plan how to make an activity easier or harder to enable everybody to be successful and provide extra challenge if needed. I can decide and suggest ways to solve problems safely, taking into account everybody's abilities and fears.</p>
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		difficult for the opponent to return it.				
Y6	FUNdamentals/ Athletics I can take part in a new activity and use this to encourage others. I can show what I am taking into consideration when planning a solution to a task. I can explain what is meant by dynamics and give 2 examples of how changes in dynamics are used in activities. I can combine travel with 3 jumps or movements each under control and gain distance .	Athletics/ Dance I can take part in a new activity and use this to encourage others. I can show what I am taking into consideration when planning a solution to a task. I can explain what is meant by dynamics and give 2 examples of how changes in dynamics are used in activities. I can perform a sequence or movement phrase with a partner showing matched and mirrored movement and balances and both symmetrical and asymmetrical shapes (floor or apparatus) I can combine travel with 3 jumps or movements each under control and gain distance .	Gymnastics/ Dance I can perform matching and mirroring actions and balances with a partner at different levels , showing clarity of shape and good body tension . I can perform a sequence or movement phrase with a partner showing matched and mirrored movement and balances and both symmetrical and asymmetrical shapes (floor or apparatus) I can combine travel with 3 jumps or movements each under control and gain distance .	Netball/ Dance I can find different ways of outwitting an opponent on my own and with others I can explain the principles of net/wall games and give 2 examples of how these are used in a game. I can explain the principles of striking and fielding giving 2 examples of each. I can explain attacking and defending and give 2 examples of how each is used in a game. I can use different ways of sending and receiving when playing small sided or modified games and transfer those skills to other activities. I can understanding the principles of sending and receiving and effective use of space and can apply this to net/wall games.	Netball I can find different ways of outwitting an opponent on my own and with others I can explain the principles of net/wall games and give 2 examples of how these are used in a game. I can explain attacking and defending and give 2 examples of how each is used in a game. I can use different ways of sending and receiving when playing small sided or modified games and transfer those skills to other activities. I can understanding the principles of sending and receiving and effective use of space and can apply this to net/wall games.	OAA/Rounders I can find different ways of outwitting an opponent on my own and with others I can explain the principles of striking and fielding giving 2 examples of each. I can explain attacking and defending and give 2 examples of how each is used in a game. I can hit a ball or other object overarm using my hand or racket(apply in different situations) I can use different ways of sending and receiving when playing small sided or modified games and transfer those skills to other activities. I can take part in and learn the skills required to safely participate in one outdoor activity (climbing, orienteering) I can understand the principles of sending and receiving and effective use of space on my own and as part of a team and can apply this in striking and fielding games .

Swimming Year 4&5 Pupils should be taught to:	swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively (Front crawl, Back crawl and Breaststroke) perform safe self-rescue in different water-based situations. The skills taught are based on the childrens ability levels and children are grouped in their lessons according to the assessment carried out by the pool
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Entry When learning to swim, your child needs to know how to get in safely. This includes use of the steps, the side, jumps and eventually dives.

Exits Learning safe ways to climb out of the water is also very important, including use of steps and the side of the pool.

Buoyancy and Balance Discovering about buoyancy and balance, how to float and what can affect it and how to be buoyant in the water.

Rotation and Orientation Such as how to turn around, lie back, lie forward, regain an upright position and twist from the back to the front and vice versa. Being able to turn in the water will help your child to breathe, change direction and travel.

Streamlining Understanding of how move smoothly through the water, how to be streamlined and why it's important.

Aquatic Breathing Your child needs to be happy with putting their face in the water and blowing bubbles. They will learn to be at ease with water around their face and learn how to breathe correctly.

Travel and Coordination Developing movement forwards, backwards, sideways, how to travel effectively, exploring different ways of travelling in the water including Front crawl, back crawl, breast stroke and butterfly.

Water Safety Developing a basic understanding of how to say safe in and around water.

Health and Fitness Developing an understanding of why swimming is good for you and the importance of being fit and healthy