

	AU1	AU2	SP1	SP2	SU1	SU2
	<p>Overview: Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p> <ul style="list-style-type: none"> <li>• playing and exploring - children investigate and experience things, and 'have a go'</li> <li>• active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements</li> <li>• creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things</li> </ul>		<h2>Early learning Goals:</h2> <p><b><u>Physical Development</u></b>  <b>Gross Motor Skills</b>  Negotiate space and obstacles safely, with consideration for themselves and others.  Demonstrate strength, balance and coordination when playing.  Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.  <b>Fine Motor Skills</b>  Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.  Use a range of small tools, including scissors, paintbrushes and cutlery.  Begin to show accuracy and care when drawing  <b><u>Personal, Social, emotional development</u></b> –<b>Managing self</b> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge  <b><u>Communication and Language- Listening, Attention and Understanding</u></b> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.  <b>Speaking</b> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.  <b><u>Literacy</u></b> -<b>Writing</b> Write recognisable letters, most of which are correctly formed  <b><u>Expressive arts and design</u></b> Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>			
N	-Use <b>one-handed tools</b> and equipment, for example, making snips in paper with scissors. - Use a <b>comfortable grip</b> with <b>good control</b> when holding pens and pencils. Show a <b>preference for a dominant</b> hand.	- <b>Match</b> their developing <b>physical skills to tasks and activities</b> in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.	- <b>Collaborate with others</b> to manage large items, such as moving a long plank safely, carrying large hollow blocks. - <b>Choose the right resources</b> to carry out their own plan. For example, choosing a spade	Continue to <b>develop their movement, balancing, riding</b> (scooters, trikes and bikes) and <b>ball skills</b> - <b>Collaborate with others</b> to manage large items, such as moving a long plank safely, carrying large hollow blocks.	-Continue to <b>develop their movement, balancing, riding</b> (scooters, trikes and bikes) and <b>ball skills</b> - <b>Skip, hop, stand on one leg and hold a pose</b> for a game like musical statues.	-Start taking part in some <b>group activities</b> which they make up for themselves, or in teams. -Increasingly able to use and <b>remember sequences and patterns of movements</b> which are

	<p>- Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>-Go up steps and stairs, or climb up apparatus, using alternate feet</p>	<p>-Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>-Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p>	<p>to enlarge a small hole they dug with a trowel.</p> <p>-Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p>			related to music and rhythm.
R	<p>Further develop the skills they need to manage the school day successfully: - lining up and queuing – mealtimes</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</p>	<p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons</p>	<p>Revise and refine the fundamental movement skills they have already acquired: - rolling - walking - running - skipping - crawling - jumping - hopping - climbing</p>	<p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop overall body-strength, balance, co-ordination and agility</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient</p>	<p>Combine different movements with ease and fluency</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop overall body-strength, balance, co-ordination and agility</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient</p>	<p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming</p> <p>Progress towards a more fluent style of moving, with developing control and grace</p>
	<p><b>KS1National Curriculum</b></p> <p><b>Pupils should be taught to:</b></p>		<p>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</p> <p>participate in team games, developing simple tactics for attacking and defending</p> <p>perform dances using simple movement patterns.</p>			
Y1	<p><b>FUNDamentals</b></p> <p>I can make different shapes</p> <p>I can play cooperative games and activities with a partner or group</p>	<p><b>FUNDamentals/</b></p> <p><b>Ball Skills/</b></p> <p><b>Dance</b></p> <p>I can learn a game, dance or gymnastic sequence and say or</p>	<p><b>Gymnastics/</b></p> <p><b>Dance</b></p> <p>I can learn a game, dance or gymnastic sequence and say or show what I am doing.</p>	<p><b>Gymnastics/</b></p> <p><b>Dance</b></p> <p>I can learn a game, dance or gymnastic sequence and say or show what I am doing.</p>	<p><b>Balls skills/ Team</b></p> <p><b>Games</b></p> <p>I can play cooperative games and activities with a partner or group using a range of</p>	<p><b>Athletics</b></p> <p>I can say or show which piece of equipment I think will work best in different situations and why.</p>

<p>using a range of equipment and try to beat our best score</p> <p>I can learn a game, dance or gymnastic sequence and say or show what I am doing.</p> <p>I can jump and propel myself forwards and backwards without falling when I land.</p> <p>I can travel in different ways(sliding, pushing, climbing) and can vary my travel pathways safely by making my own decisions or following instructions.</p> <p>I can travel forwards and backwards safely avoiding others.</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>show what I am doing.</p> <p>I can show or tell what I am doing to get better at something and show how I have improved.</p> <p>I can find 2 ways to challenge myself to make the activity harder and improve my skills</p> <p>I can jump and propel myself forwards and backwards without falling when I land.</p> <p>I can travel in different ways(sliding, pushing, climbing) and can vary my travel pathways safely by making my own decisions or following instructions.</p> <p>I can travel forwards and backwards safely avoiding others.</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 show or tell what I am doing to get better at something and show how I have improved.</p> <p>I can say or show how I keep balance when I am not in a stable or steady position</p> <p>I can say or show what a balance is, show which I find easiest and hardest and the reasons why.</p> <p>I can move with rhythm, demonstrating moving in and out of balance with full control,</p> <p>I can balance on large and small parts of my body</p> <p>I can balance with both my feet above my head and hold for 3 seconds (inverted balance)</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 show or tell what I am doing to get better at something and show how I have improved.</p> <p>I can say or show how I keep balance when I am not in a stable or steady position</p> <p>I can say or show what a balance is, show which I find easiest and hardest and the reasons why.</p> <p>I can balance on large and small parts of my body</p> <p>I can balance with both my feet above my head and hold for 3 seconds (inverted balance)</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>equipment and try to beat our best score</p> <p>I can learn a game, dance or gymnastic sequence and say or show what I am doing.</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 play chasing and avoiding games and activities in small groups with and without equipment.</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 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</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 throw and catch different objects by myself and with a partner using both hands, my right and left hand</p> <p>I can find 2 ways to challenge myself to make the activity harder and improve my skills</p>
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Y2	<p>FUNdamentals</p> <p>I can <b>skip</b> and <b>gallop</b> with <b>rhythm</b> and using both <b>right and left leg</b> as a lead.</p> <p>I can <b>change speed</b> and <b>direction</b> and show <b>different pathways</b> when I am <b>travelling</b> in a space. I look up to avoid others and can stop when I want and when instructed.</p> <p>I can <b>travel</b> in <b>different ways</b> and show soft light <b>movements</b> and</p>	<p>FUNdamentals/ Team Games/ Dance</p> <p>I can combine <b>change in speed and direction</b> to stay with a partner, with and without equipment. Applied to a range of activities.</p> <p>I can <b>send balls</b> and other <b>objects</b> to land in <b>targets</b> that are close and further away.</p> <p>I can <b>move confidently</b> to <b>receive a ball</b> or other object that has been sent to me.</p> <p>I can <b>control a bat</b> or racket to hit a ball off a tee or cone to make it go where I want and</p>	<p>Team Games/ Dance</p> <p>I can combine <b>change in speed and direction</b> to stay with a partner, with and without equipment. Applied to a range of activities.</p> <p>I can <b>send balls</b> and other objects to land in <b>targets</b> that are close and further away.</p> <p>I can <b>move confidently</b> to <b>receive a ball</b> or other object that has been sent to me.</p> <p>I can <b>control a bat</b> or racket to hit a ball off a tee or cone to make it go where I want and</p>	<p>Gymnastics/ Dance</p> <p>I can work as <b>part of a small group</b> to safely move larger pieces of equipment and place them carefully as directed.</p> <p>I can use my imagination to <b>create</b> 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</p>	<p>Gymnastics</p> <p>I can work as <b>part of a small group</b> to safely move larger pieces of equipment and place them carefully as directed.</p> <p>I can use my imagination to <b>create</b> 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</p>	<p>Athletics</p> <p>I can <b>skip</b> and <b>gallop</b> with <b>rhythm</b> and using both <b>right and left leg</b> as a lead.</p> <p>I can <b>change speed</b> and <b>direction</b> and show <b>different pathways</b> when I am <b>travelling</b> in a space.</p> <p>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 <b>combine moving and stopping</b> with</p>

	<p>strong heavy movements. I can combine change in <b>speed and direction</b> to stay with a partner, with and without equipment. Applied to a range of activities.</p>	<p>use this in a game situation. I can <b>combine moving and stopping</b> with <b>control</b> to pick up/collect an object and <b>send it</b> accurately to a <b>target</b> or partner. Applied in different situations. I can <b>travel with a ball</b> or object in different ways and <b>send it accurately</b> to a <b>target</b> or partner. Applied in different situations. I can <b>play cooperative and competitive</b> games and activities with others where we send and receive balls and other objects in different ways and am able to keep <b>score</b>. I can make up and play a <b>small sided games</b> with others that includes <b>striking/sending a ball, travel and scoring</b> points. I can use my imagination to <b>create</b> lots of ways to be active when I am playing</p>	<p>use this in a game situation. I can <b>combine moving and stopping</b> with control to pick up/collect an object and <b>send it</b> accurately to a <b>target</b> or partner. Applied in different situations. I can <b>travel with a ball</b> or object in different ways and <b>send it accurately</b> to a <b>target</b> or partner. Applied in different situations. I can <b>play cooperative and competitive</b> games and activities with others where we send and receive balls and other objects in different ways and am able to keep <b>score</b>. I can make up and play a small sided games with others that includes <b>striking/sending a ball, travel and scoring</b> points. I can work out where to send a ball or object to try to win <b>points</b> in small games and activities.</p>	<p>makes my movements or <b>balances</b> different or better. I can <b>plan</b> which <b>balances and movements</b> to use and can say why I chose them. I can decide what equipment I need and take it out and bring it back and put it away.</p>	<p>or <b>balances</b> different or better. I can <b>plan</b> which balances and movements to use and can say why I chose them. I can decide what equipment I need and take it out and bring it back and put it away.</p>	<p>control to pick up/collect an object and send it <b>accurately</b> to a target or</p>
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	<p><b>KS2 National Curriculum</b> Pupils should be taught to:</p>		<p>use running, jumping, throwing and catching in isolation and in combination</p> <p>play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p> <p>develop flexibility, strength, technique, control and balance</p> <p>perform dances using a range of movement patterns</p> <p>take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>			
Y3	<p><b>FUNdamentals/</b> <b>Gymnastics</b> I can perform a variety of <b>balances</b>(minimum 2) at <b>different levels</b>(high, medium, low) I can show <b>tension</b> and <b>clarity of shape</b> when I <b>balance</b> and can move from one balance to another using a variety of <b>actions</b>. I can perform a simple <b>sequence</b> that links together at least 3 balances held for 3 seconds and shows a</p>	<p><b>Basketball/ Dance</b> I can show <b>tension</b> and <b>clarity of shape</b> when I <b>balance</b> and can move from one <b>balance</b> to another using a <b>variety</b> of actions. I can <b>hold</b> and <b>control</b> different balances in the air and within my personal space. I can perform a <b>movement sequence</b> with control using a variety of equipment within personal and general space</p>	<p><b>Tag Rugby/ Dance</b> I can <b>hold</b> and <b>control</b> <b>different balances</b> in the air and within my personal space. I can <b>perform</b> a <b>movement sequence</b> with <b>control</b> using a variety of equipment within personal and general space I can perform my <b>movement sequence</b> in <b>unison</b> with a partner or as part of a small group. I can keep <b>travelling</b> for sustained periods of time</p>	<p><b>Tag Rugby/ Dance</b> I can <b>hold</b> and <b>control</b> <b>different balances</b> in the air and within my personal space. I can <b>perform</b> a <b>movement sequence</b> with <b>control</b> using a variety of equipment within personal and general space I can perform my <b>movement sequence</b> in <b>unison</b> with a partner or as part of a small group.</p>	<p><b>OAA/Athletics</b> I can <b>skip with a rope</b> in different <b>directions</b>. I can <b>follow</b> 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 <b>judge</b> what is good about my (and our) performance and decide what I (or we) need to do next to improve. I can <b>explain</b> my choices and <b>reflect</b> whether it was correct or if something</p>	<p><b>Athletics</b> I can follow a plan/instructions to set up equipment or <b>apparatus</b> for an activity and can check that it is safe and not going to interfere with others. I can <b>judge</b> what is good about my (and our) performance and decide what I (or we) need to do next to improve. I can <b>explain</b> my choices and <b>reflect</b> whether it was correct</p>

<p>clear <b>starting</b> and <b>finishing position</b>.  I can use <b>apparatus</b> to help me to perform <b>inverted balances</b> and <b>dynamic balance</b>; <b>different jumps</b>.  I can <b>hold</b> and <b>control</b> different balances in the air and within my personal space.  I can <b>swing</b> on a rope or bar with control and land or stop safely.  I can perform a <b>movement sequence</b> with <b>control</b> using a variety of <b>equipment</b> within personal and general space  I can <b>follow</b> 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 <b>judge</b> what is good about my (and our) performance and decide what I (or we) need to do next to improve.  I can <b>explain</b> my choices and reflect whether it was correct or if something else may have worked better.</p>	<p>I can perform my movement sequence in unison with a <b>partner</b> or as part of a <b>small group</b>.  I can keep <b>travelling</b> for sustained periods of time whilst keeping the quality of my work standard  I can <b>move safely</b> and with <b>control</b> in general space, both on my own and when working with others.  I can <b>travel</b> with, <b>send</b> and <b>receive a ball</b> successfully in different ways, and using a range of equipment. Apply in small sided, <b>cooperative and competitive situations</b>.  I can <b>make up</b> and <b>play cooperative and competitive games</b> over a <b>barrier or lines</b> on the floor or <b>wall</b> using equipment and parts of my body.  I can work <b>individually</b> and as <b>part of a team</b> to solve simple problems.  I can <b>judge</b> where and when to move to receive the ball or to stop it going through the target.  I can find <b>solutions</b> to problems on my own and with a partner or as part of a small group.  I can <b>suggest</b> ways that we can show <b>unison</b> and canon in our gymnastic and dance <b>sequences</b>.</p>	<p>whilst keeping the quality of my work standard  I can <b>move safely</b> and with <b>control</b> in general space, both on my own and when working with others.  I can <b>travel</b> with, <b>send</b> and <b>receive a ball</b> successfully in different ways, and using a range of equipment. Apply in small sided, <b>cooperative and competitive situations</b>.  I can <b>make up</b> and <b>play cooperative and competitive games</b> over a <b>barrier or lines</b> on the floor or <b>wall</b> using equipment and parts of my body.  I can work <b>individually</b> and as <b>part of a team</b> to solve simple problems.  I can <b>judge</b> where and when to move to receive the ball or to stop it going through the target.  I can find <b>solutions</b> to problems on my own and with a partner or as part of a small group.  I can <b>suggest</b> ways that we can show <b>unison</b> and canon in our gymnastic and dance <b>sequences</b>.</p>	<p>I can keep <b>travelling</b> for sustained periods of time whilst keeping the quality of my work standard  I can <b>move safely</b> and with <b>control</b> in general space, both on my own and when working with others.  I can <b>travel</b> with, <b>send</b> and <b>receive a ball</b> successfully in different ways, and using a range of equipment. Apply in small sided, <b>cooperative and competitive situations</b>.  I can <b>make up</b> and <b>play cooperative and competitive games</b> over a <b>barrier or lines</b> on the floor or <b>wall</b> using equipment and parts of my body.  I can work <b>individually</b> and as <b>part of a team</b> to solve simple problems.  I can <b>judge</b> where and when to move to receive the ball or to stop it going through the target.  I can find <b>solutions</b> to problems on my own and with a partner or as part of a small group.</p>	<p>else may have worked better.  I can choose what equipment to use in a range of situations.  I can <b>keep travelling</b> for sustained periods of time whilst keeping the quality of my work standard</p>	<p>or if something else may have worked better.  I can choose what equipment to use in a range of situations.  I can <b>keep travelling</b> for sustained periods of time whilst keeping the quality of my work standard</p>
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	I can <b>suggest</b> ways that we can show <b>unison</b> and canon in our gymnastic and dance <b>sequences</b> .	I can find <b>solutions</b> to problems on my own and with a partner or as part of a small group. I can <b>suggest</b> ways that we can show <b>unison</b> and canon in our gymnastic and dance <b>sequences</b> .		I can <b>suggest</b> ways that we can show <b>unison</b> and canon in our gymnastic and dance <b>sequences</b> .		
Y4	<p>FUNDamentals/ Gymnastics</p> <p>I can perform a <b>sequence</b>, including 3 <b>balances</b> on 3 different parts of my <b>body</b> at <b>different levels</b> (high, medium, low), showing <b>body tension</b> and <b>clarity of shape</b>. Shown on floor, with equipment or on small <b>apparatus</b>.</p> <p>I can reduce my <b>level</b> of contact with the floor to move out of 1 balance into another.</p> <p>I can perform <b>weight on hands</b> in a balanced and <b>controlled</b> way and include this in a <b>sequence</b>.</p> <p>I can combine <b>travel</b> and <b>dynamic balance</b> to help me gain <b>height</b> and <b>distance</b> in different ways , trying to go higher and further each time.</p> <p>I can <b>jump over</b> or navigate <b>different</b> sorts</p>	<p>Quiksticks/ Dance</p> <p>I can perform <b>weight on hands</b> in a balanced and <b>controlled</b> way and include this in a <b>sequence</b>.</p> <p>I can combine <b>travel</b> and <b>dynamic balance</b> to help me gain height and distance in different ways , trying to go higher and further each time.</p> <p>I can use my body and face to <b>express</b> feelings and can apply this using <b>different dynamics</b> to perform <b>sequences of movement</b> in different contexts.</p> <p>I can apply changes in <b>pace and direction</b> in a variety of activities and activity areas.</p> <p>I can <b>cover space</b> and move quickly and with confidence to receive</p>	<p>Quiksticks/ Dance</p> <p>I can perform <b>weight on hands</b> in a balanced and <b>controlled</b> way and include this in a <b>sequence</b>.</p> <p>I can combine <b>travel</b> and <b>dynamic balance</b> to help me gain height and distance in different ways , trying to go higher and further each time.</p> <p>I can use my body and face to <b>express</b> feelings and can apply this using <b>different dynamics</b> to perform <b>sequences of movement</b> in different contexts.</p> <p>I can apply changes in <b>pace and direction</b> in a variety of activities and activity areas.</p> <p>I can <b>cover space</b> and move quickly and with confidence to receive and <b>return a ball accurately</b>.</p>	<p>Tennis/ Dance</p> <p>I can perform <b>weight on hands</b> in a balanced and <b>controlled</b> way and include this in a <b>sequence</b>.</p> <p>I can combine <b>travel</b> and <b>dynamic balance</b> to help me gain height and distance in different ways , trying to go higher and further each time.</p> <p>I can use my body and face to <b>express</b> feelings and can apply this using <b>different dynamics</b> to perform sequences of movement in different contexts.</p> <p>I can apply changes in <b>pace and direction</b> in a variety of activities and activity areas.</p> <p>I can <b>move quickly</b> and <b>confidently</b> to <b>receive or return a ball</b> from different positions.</p>	<p>Tennis/OAA</p> <p>I can apply changes in <b>pace and direction</b> in a variety of activities and activity areas.</p> <p>I can <b>move quickly</b> and <b>confidently</b> to <b>receive or return a ball</b> from different positions. Apply this to different situations.</p> <p>I can <b>cover space</b> and <b>move quickly</b> and with confidence to <b>receive and return a ball</b> accurately. Apply this to different situations.</p> <p>I can <b>move with control</b> from personal to general space and apply this to two different activities.</p> <p>I can <b>send balls</b> and other objects in <b>different ways</b> using <b>different techniques</b> and choose which technique is better to send over shorter and longer distances. Apply this in activities/game.</p>	<p>OAA/Athletics</p> <p>I can <b>send different objects overarm</b> with good technique and vary technique according to need (distance). Apply to activities/games.</p> <p>I can work <b>individually</b> and as <b>part of a team</b> to solve simple problems.</p> <p>I can <b>jump over</b> or navigate different sorts of barrier in different ways and land safely.</p> <p>I can <b>combine travel</b> and <b>dynamic balance</b> to help me gain height and distance in different ways , trying to go higher and further each time.</p> <p>I can show what it means to <b>change pace</b> and can show how in 3 different situations.</p> <p>I can look at other people's activities and</p>

	<p>of <b>barrier</b> in different ways and <b>land</b> safely. I can send different objects <b>overarm</b> with good <b>technique</b> and vary technique according to need (distance). Apply to activities/games</p> <p>I can work as <b>part of a team</b> to follow a trail. I can look at other people's activities and <b>consider</b> what is good and how to <b>improve</b> it.</p>	<p>and <b>return a ball accurately</b>. Apply this to different situations. I can <b>move with control</b> from personal to general space and apply this to two different activities. I can <b>send balls</b> and other objects in <b>different ways using different techniques</b> and choose which technique is better to send over shorter and longer distances. Apply this in activities/game. I can <b>keep control</b> of the ball, using different parts of my body or equipment, when <b>changing direction</b> and <b>pace</b> to beat an opponent or create space in different situations. I can <b>send and receive a ball</b> 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. I can try to <b>hit</b> the ball away from my opponent and into spaces</p>	<p>Apply this to different situations. I can <b>move with control</b> from personal to general space and apply this to two different activities. I can <b>send balls</b> and other objects in <b>different ways using different techniques</b> and choose which technique is better to send over shorter and longer distances. Apply this in activities/game. I can <b>keep control</b> of the ball, using different parts of my body or equipment, when <b>changing direction</b> and <b>pace</b> to beat an opponent or create space in different situations. I can <b>send and receive a ball</b> 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. I can try to <b>hit</b> the ball away from my opponent and into spaces</p>	<p>Apply this to different situations. I can <b>cover space</b> and move quickly and with confidence to receive and <b>return a ball</b> accurately. Apply this to different situations. I can <b>move with control</b> from personal to general space and apply this to two different activities. I can <b>send balls</b> and other objects in <b>different ways using different techniques</b> and choose which technique is better to send over shorter and longer distances. Apply this in activities/game. I can <b>keep control</b> of the ball, using different parts of my body or equipment, when <b>changing direction</b> and <b>pace</b> to beat an opponent or create <b>space</b> in different situations. I can <b>send and receive a ball</b> 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. I can try to <b>hit</b> the ball away from my</p>	<p>I can <b>keep control</b> of the ball, using different parts of my body or equipment, when <b>changing direction</b> and <b>pace</b> to beat an <b>opponent</b> or <b>create space</b> in different situations. I can <b>send and receive a ball</b> 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. I can try to <b>hit the ball</b> away from my opponent and into spaces. I can <b>predict</b> where to move to receive a ball or object in space I can <b>think</b> of different ways to help my team <b>solve a problem</b> and can suggest ways to improve for next time. I can find different ways of outwitting an opponent on my own.</p>	<p>consider what is good and how to <b>improve</b> it.</p>
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		<p>I can <b>predict</b> where to <b>move to receive a ball</b> or object in space.</p> <p>I can work in a group to <b>make up a game</b>, dance or activity and show it to others for them to try.</p>		<p><b>opponent</b> and into spaces.</p> <p>I can <b>predict</b> where to move to receive a ball or object in space</p> <p>I can work in a group to <b>create</b> a game, dance or activity and show it to others for them to try.</p>		
Y5	<p>FUNdamentals/ Gymnastics</p> <p>I can perform a variety of <b>symmetrical and asymmetrical balances</b> with <b>tension and clarity</b> of shape and can move slowly with control from one balance to another.</p> <p>I can perform a <b>sequence</b> with a partner showing symmetry and asymmetry at <b>different levels</b> performed under control both on the floor and using <b>apparatus</b>.</p> <p>I can use <b>canon</b> as part of a <b>sequence</b> with a <b>partner and small group</b> that shows: <b>travel, stillness</b> and at least 2 different levels.</p> <p>I can work on my own and with others to cover space and apply this to other situations/activities/games.</p> <p>I can <b>communicate</b> how the <b>apparatus</b> or</p>	<p>Hockey/Dance</p> <p>I can move at <b>different speeds</b> and combine this with <b>receiving a ball</b> or <b>creating space</b> in different situations.</p> <p>I can use <b>canon</b> as part of a <b>sequence</b> with a <b>partner</b> and <b>small group</b> that shows: <b>travel, stillness</b> and at least 2 different <b>levels</b>.</p> <p>I can work on my own and with others to <b>cover space</b> and apply this to other situations/activities/games.</p> <p>I can use space with changes in <b>pace</b> and <b>direction</b> to outwit an opponent or <b>create space</b> both on my own and with others. Apply to activity/game situation</p> <p>I can <b>change pace and direction</b> to mark a player and switch to</p>	<p>Hockey/Dance</p> <p>I can move at <b>different speeds</b> and combine this with <b>receiving a ball</b> or <b>creating space</b> in different situations.</p> <p>I can use <b>canon</b> as part of a <b>sequence</b> with a <b>partner</b> and <b>small group</b> that shows: <b>travel, stillness</b> and at least 2 different <b>levels</b>.</p> <p>I can work on my own and with others to <b>cover space</b> and apply this to other situations/activities/games.</p> <p>I can use space with changes in <b>pace</b> and <b>direction</b> to outwit an opponent or <b>create space</b> both on my own and with others. Apply to activity/game situation</p> <p>I can <b>change pace and direction</b> to mark a player and switch to covering space when</p>	<p>OAA/ Dance</p> <p>I can move at <b>different speeds</b> and combine this with <b>receiving a ball</b> or <b>creating space</b> in different situations.</p> <p>I can use <b>canon</b> as part of a <b>sequence</b> with a <b>partner</b> and <b>small group</b> that shows: <b>travel, stillness</b> and at least 2 different <b>levels</b>.</p> <p>I can work as part of a team to overcome barriers and <b>solve</b> more complex <b>problems</b> by <b>adapting skills</b> and strategies quickly as required.</p> <p>I can plan how to make an activity easier or harder to enable everybody to be <b>successful</b> and provide extra <b>challenge</b> if needed.</p> <p>I can decide and <b>suggest</b> ways to <b>solve problems</b> safely, taking into account</p>	<p>OAA/Athletics</p> <p>I can <b>skip with a rope</b> and play different types of skipping games and activities.</p> <p>I can <b>combine travel</b> with <b>sending balls</b> and other objects for distance in different ways and try to beat my <b>personal best</b>.</p> <p>I can <b>communicate</b> how the <b>apparatus</b> or equipment I use makes the activity different or better.</p> <p>I can <b>plan</b> how to make an activity easier or harder to enable everybody to be <b>successful</b> and provide extra <b>challenge</b> if needed.</p> <p>I can decide and <b>suggest</b> ways to <b>solve problems</b> safely, taking into account everybody's abilities and fears.</p>	<p>Athletics</p> <p>I can <b>skip with a rope</b> and play different types of skipping games and activities.</p> <p>I can <b>combine travel</b> with <b>sending balls</b> and other objects for distance in different ways and try to beat my <b>personal best</b>.</p> <p>I can <b>communicate</b> how the <b>apparatus</b> or equipment I use makes the activity different or better.</p> <p>I can <b>plan</b> how to make an activity easier or harder to enable everybody to be <b>successful</b> and provide extra <b>challenge</b> if needed.</p> <p>I can decide and <b>suggest</b> ways to <b>solve problems</b> safely, taking into account everybody's abilities and fears.</p>

	<p>equipment I use makes the activity different or better.</p> <p>marking space or covering space when needed in a game situation.</p> <p>I can use a bat, racket or part of my body to hit a ball into spaces close by and further away.</p> <p>I can strike a ball accurately into spaces away from my opponents and apply this to activities/games.</p> <p>I can defend or cover a space to make it difficult for others to send and receive a ball. Apply to activities/games.</p> <p>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))</p> <p>I can select how or where to send the object depending on who I am passing to or what is happening in the game.</p> <p>I can predict where my opponent is likely to move and send the</p>	<p>needed in a game situation.</p> <p>I can use a bat, racket or part of my body to hit a ball into spaces close by and further away.</p> <p>I can strike a ball accurately into spaces away from my opponents and apply this to activities/games.</p> <p>I can defend or cover a space to make it difficult for others to send and receive a ball. Apply to activities/games.</p> <p>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))</p> <p>I can select how or where to send the object depending on who I am passing to or what is happening in the game.</p> <p>I can predict where my opponent is likely to move and send the ball into a different space.</p> <p>I can watch my opponents movements to predict where and when the ball or object is likely to arrive</p>	<p>everybody's abilities and fears.</p>		
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		<p>ball into a different space.</p> <p>I can watch my opponents movements to <b>predict</b> where and when the ball or object is likely to arrive</p> <p>I can work out and show where to send the ball so that it is difficult for the opponent to return it.</p>	<p>I can work out and show where to send the ball so that it is difficult for the opponent to return it.</p>			
Y6	<p>FUNdamentals/ Athletics</p> <p>I can take part in a new activity and use this to <b>encourage</b> others.</p> <p>I can show what I am taking into consideration when <b>planning</b> a <b>solution</b> to a task.</p> <p>I can explain what is meant by <b>dynamics</b> and give 2 examples of how <b>changes in dynamics</b> are used in activities.</p> <p>I can <b>combine travel</b> with 3 jumps or <b>movements</b> each under <b>control</b> and gain <b>distance</b>.</p>	<p>Athletics/ Dance</p> <p>I can take part in a new activity and use this to <b>encourage</b> others.</p> <p>I can show what I am taking into consideration when <b>planning</b> a <b>solution</b> to a task.</p> <p>I can explain what is meant by <b>dynamics</b> and give 2 examples of how <b>changes in dynamics</b> are used in activities.</p> <p>I can <b>perform</b> a <b>sequence</b> or <b>movement</b> phrase with a partner showing <b>matched</b> and <b>mirrored movement</b> and <b>balances</b> and both <b>symmetrical</b> and <b>asymmetrical shapes</b>(floor or <b>apparatus</b>)</p>	<p>Gymnastics/ Dance</p> <p>I can <b>perform matching</b> and <b>mirroring actions</b> and <b>balances</b> with a <b>partner</b> at different <b>levels</b>, showing <b>clarity</b> of <b>shape</b> and good <b>body tension</b>.</p> <p>I can <b>perform</b> a <b>sequence</b> or <b>movement</b> phrase with a partner showing <b>matched</b> and <b>mirrored movement</b> and <b>balances</b> and both <b>symmetrical</b> and <b>asymmetrical shapes</b>(floor or <b>apparatus</b>)</p> <p>I can <b>combine travel</b> with 3 jumps or <b>movements</b> each under <b>control</b> and gain <b>distance</b>.</p>	<p>Gymnastics/ Dance</p> <p>I can <b>perform matching</b> and <b>mirroring actions</b> and <b>balances</b> with a <b>partner</b> at different <b>levels</b>, showing <b>clarity</b> of <b>shape</b> and good <b>body tension</b>.</p> <p>I can <b>perform</b> a <b>sequence</b> or <b>movement</b> phrase with a partner showing <b>matched</b> and <b>mirrored movement</b> and <b>balances</b> and both <b>symmetrical</b> and <b>asymmetrical shapes</b>(floor or <b>apparatus</b>)</p> <p>I can <b>combine travel</b> with 3 jumps or <b>movements</b> each under <b>control</b> and gain <b>distance</b>.</p>	<p>OAA/Team games</p> <p>I can find different ways of <b>outwitting</b> an <b>opponent</b> on my own and with others</p> <p>I can <b>explain</b> the principles of <b>net/wall games</b> and give 2 examples of how these are used in a game.</p> <p>I can <b>explain</b> the principles of <b>striking</b> and <b>fielding</b> giving 2 examples of each.</p> <p>I can <b>explain attacking</b> and <b>defending</b> and give 2 examples of how each is used in a game.</p> <p>I can <b>hit</b> a ball or other object <b>overarm</b> using my hand or racket(apply in different situations)</p> <p>I can use different ways of <b>sending</b> and <b>receiving</b> when playing small sided or modified games and</p>	<p>Team Games</p> <p>I can find different ways of <b>outwitting</b> an <b>opponent</b> on my own and with others</p> <p>I can <b>explain</b> the principles of <b>net/wall games</b> and give 2 examples of how these are used in a game.</p> <p>I can <b>explain</b> the principles of <b>striking</b> and <b>fielding</b> giving 2 examples of each.</p> <p>I can <b>explain attacking</b> and <b>defending</b> and give 2 examples of how each is used in a game.</p> <p>I can <b>hit</b> a ball or other object <b>overarm</b> using my hand or racket(apply in different situations)</p> <p>I can use different ways of <b>sending</b> and <b>receiving</b> when playing</p>

		I can combine travel with 3 jumps or movements each under control and gain distance.			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. 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.	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. 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.
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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.
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