	AU1	AU2	SP1	SP2	SU1	SU2
	Overview: Physical activity round development, enabli healthy and active lives. Gro experiences develop increm childhood, starting with ser development of a child's str positional awareness throu and play movement with be creating games and providi both indoors and outdoors, children to develop their co balance, spatial awareness, Gross motor skills provide t developing healthy bodies a well-being. Fine motor cont with hand-eye co-ordinatio early literacy. Repeated and explore and play with small arts and crafts and the prace with feedback and support children to develop proficie confidence. • playing and exploring - ch experience things, and 'h • active learning - children of trying if they encounter diff achievements • creating and thinking criti develop their own ideas, m and develop strategies for o	ing them to pursue happy, oss and fine motor nentally throughout early hsory explorations and the rength, co-ordination and gh tummy time, crawling oth objects and adults. By ng opportunities for play , adults can support ore strength, stability, , co-ordination and agility. the foundation for and social and emotional trol and precision helps on, which is later linked to d varied opportunities to l world activities, puzzles, ctice of using small tools, from adults, allow ency, control and hildren investigate and ave a go' concentrate and keep on ficulties, and enjoy	Fine Motor Skills Hold a pencil effectively in p Use a range of small tools, it Begin to show accuracy and Personal, Social, emotional of independence, resilience an <u>Communication and Langua</u> they hear with relevant quest and small group interactions understanding; - Hold convert Speaking Participate in small introduced vocabulary; - Off vocabulary from stories, nor about their experiences usin conjunctions, with modelling <u>Literacy</u> -Writing Write reco	es safely, with consideration ace and coordination when p running, jumping, dancing, h reparation for fluent writing ncluding scissors, paintbrush care when drawing <u>development</u> –Managing self d perseverance in the face o age- Listening, Attention and stions, comments and action s; - Make comments about w ersation when engaged in ba Il group, class and one-to-on fer explanations for why thin n-fiction, rhymes and poems ag full sentences, including u g and support from their tea agnisable letters, most of wh	laying. nopping, skipping and climbing – using the tripod grip in almo es and cutlery. Be confident to try new activity of challenge I Understanding Listen attention when being read to and duri- what they have heard and ask of ck-and-forth exchanges with the discussions, offering their ow ogs might happen, making use when appropriate; - Express to se of past, present and future icher.	ost all cases. ties and show vely and respond to what ing whole class discussions questions to clarify their heir teacher and peers. wn ideas, using recently of recently introduced heir ideas and feelings tenses and making use of
N	-Use one-handed tools and equipment, for example, making snips in paper with scissors. - Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.	-Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.	-Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. -Choose the right resources to carry out their own plan. For example, choosing a spade	Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills -Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.	-Continue to <mark>develop their</mark> movement, balancing, riding (scooters, trikes and bikes) and ball skills -Skip, hop, stand on one leg and hold a pose for a game like musical statues.	-Start taking part in some group activities which they make up for themselves, or in teams. -Increasingly able to use and remember sequences and patterns of movements which are

	- Use large-muscle movements to wave flags and streamers, paint and make marks. -Go up steps and stairs, or climb up apparatus, using alternate feet	-Use large-muscle movements to wave flags and streamers, paint and make marks. -Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.	to enlarge a small hole they dug with a trowel. -Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.			related to music and rhythm.
R	Further develop the skills they need to manage the school day successfully: - lining up and queuing — mealtimes Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor	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,	Revise and refine the fundamental movement skills they have already acquired: - rolling - walking - running - skipping - crawling - jumping - hopping - climbing	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body- strength, balance, co- ordination and agility Develop the foundations of a handwriting style which is fast, accurate and efficient	Combine different movements with ease and fluency Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body- strength, balance, co- ordination and agility Develop the foundations of a handwriting style which is fast, accurate and efficient	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 Progress towards a more fluent style of moving, with developing control and grace
	KS1National Curric	l ulum	master basic movements	includina runnina, iumi	l ping, throwing and catchir	ia, as well as
	Pupils should be tai			• • • •	nd begin to apply these in	•
		participate in team games, developing simple tactics for attacking and defending perform dances using simple movement patterns.			ending	
Y1	FUNdamentals	FUNdamentals/	Gymnastics/	Gymnastics/	Balls skills/ Team	Athletics
	I can make different	Ball Skills/	Dance	Dance	Games	I can say or show
		Dance	I can learn a <mark>game,</mark>	I can learn a <mark>game,</mark>	I can play <mark>cooperative</mark>	which piece of
		I can learn a <mark>game,</mark>	<mark>dance or gymnastic</mark>	<mark>dance or gymnastic</mark>	games and activities	equipment I think will
		<mark>dance or gymnastic</mark>	<mark>sequence</mark> and say or	<mark>sequence</mark> and say or	with a <mark>partner</mark> or <mark>group</mark>	work best in different
		<mark>sequence</mark> and say or	show what I am	show what I am	using a range of	situations and why.
	partner or group		doing.	doing.		

show what I am I can show or tell equipment and try to I can <mark>balance</mark> an <mark>using a range of</mark> I can show or tell equipment and try beat our best score what I am doing to what I am doing to object on a racket, doina. I can show or tell get better at get better at I can <mark>learn a game,</mark> bat or stick and to beat our best what I am doing to something and show something and show dance or gymnastic travel in different score how I have improved. how I have improved. I can <mark>learn a game,</mark> get better at sequence and say or directions without dance or gymnastic something and show I can say or show how I can say or show show what I am doing. dropping the object or sequence and say or how I have improved. I keep <mark>balance</mark> when I how I keep <mark>balance</mark> bumping into anyone. I can say or show which piece of show what I am I can find 2 ways to am not in a stable or when I am not in a I can throw and catch challenge myself to equipment I think will stable or steady different objects by doing. steady position I can jump and myself and with a make the activity I can say or show position work best in different propel myself I can say or show harder and improve what a balance is, situations and why. partner using both forwards and my skills show which I find what a balance is, I can play <mark>chasing and</mark> hands, my right and backwards without I can jump and propel easiest and hardest show which I find avoiding games and left hand falling when I land. myself forwards and and the reasons why. activities in small I can find 2 ways to easiest and hardest I can <mark>travel in</mark> backwards without I can move with and the reasons why. groups with and challenge myself to different falling when I land. <mark>rhythm</mark>, demonstrating I can balance on without equipment. make the activity ways(sliding, I can travel in different moving in and out of large and small parts I can throw and catch harder and improve balance with full pushing, climbing) ways(sliding, pushing, of my body <mark>different objects</mark> by my skills I can balance with myself and with a and can vary my climbing) and can vary control. travel pathways my travel pathways I can balance on <mark>large</mark> partner using both both my feet above safely by making safely by making my and small parts of my my head and hold for hands, my <mark>right and</mark> 3 seconds (inverted my own decisions or own decisions or body left hand I can balance with I can receive different following balance) following instructions. I can travel forwards both my feet above my I can perform and types of objects in instructions. and backwards safely head and hold for 3 link 3 different different ways(stop, I can travel avoiding others. trap, catch or hand forwards and seconds (inverted balances on the floor backwards safely I can move with including one inverted balance) over) avoiding others. rhythm, demonstrating I can perform and link I can <mark>balance</mark> an object balance. moving in and out of 3 different balances on on a <mark>racket, bat or</mark> I can work with a I can show different balance with full stick and travel in partner to move the floor including one balanced starting and equipment and place control, I can use inverted balance. finishing positions different directions it in a space of our I can show different and apply these to without dropping the movement to show balanced starting and object or bumping into choice or where what I see or hear in a different activities. finishing positions and picture or poem and I can keep my directed. anyone. can perform this with apply these to balance when I travel I can work with a and without music. in a straight line on a different activities. partner to move piece of equipment. equipment and place it

		I can <mark>throw and catch</mark>	I can keen wee helever	I aan naufaus and	in a space of sum shalls	
			I can keep my balance	I can perform and	in a space of our choice or where directed.	
		<mark>different objects</mark> by	when I <mark>travel</mark> in a	<mark>link</mark> 3 different		
		myself and with a	straight line on a piece	balances with and on	I can <mark>travel</mark> with	
		partner using <mark>both</mark>	of equipment.	different pieces of	different objects and	
		<mark>hands</mark> , my <mark>right and</mark>	I can perform and	equipment(beanbags,	stop under control to	
		<mark>left hand</mark>	<mark>link</mark> 3 different	bench, line)	send to my partner or a	
		I can <mark>receive different</mark>	balances with and on	I can use <mark>movement</mark>	target.	
		<mark>types of objects</mark> in	different pieces of	to show what I see or		
		<mark>different ways(stop,</mark>	equipment(beanbags,	hear in a picture or		
		<mark>trap, catch or hand</mark>	bench, line)	poem and can		
		<mark>over)</mark>	I can use <mark>movement</mark> to	perform this with and		
			show what I see or	without music.		
			hear in a picture or			
			poem and can perform			
			this with and without			
			music.			
Y2	FUNdamentals	FUNdamentals/	Team Games/	Gymnastics/	Gymnastics	Athletics
	I can <mark>skip</mark> and	Team Games/ Dance	Dance	Dance	I can work as <mark>part of a</mark>	I can <mark>skip</mark> and <mark>gallop</mark>
	<mark>gallop</mark> with <mark>rhythm</mark>	I can combine <mark>change</mark>	I can combine <mark>change</mark>	I can work as <mark>part of</mark>	small group to safely	with <mark>rhythm</mark> and
	and using both right	in speed and direction	in speed and direction	<mark>a small group</mark> to	move larger pieces of	using both <mark>right and</mark>
	and left leg as a	to stay with a partner,	to stay with a partner,	safely move larger	equipment and place	<mark>left leg</mark> as a lead.
	lead.	with and without	with and without	pieces of equipment	them carefully as	I can <mark>change speed</mark>
	I can <mark>change speed</mark>	equipment. Applied to	equipment. Applied to	and place them	directed.	and direction and
	and <mark>direction</mark> and	a range of activities.	a range of activities.	carefully as directed.	I can use my	show <mark>different</mark>
	show <mark>different</mark>	I can <mark>send balls</mark> and	I can <mark>send balls</mark> and	I can use my	imagination to create	<mark>pathways</mark> when I am
	<mark>pathways</mark> when I	other <mark>objects</mark> to land	other objects to land	imagination to create	lots of ways to be	travelling in a space.
	am <mark>travelling</mark> in a	in <mark>targets</mark> that are	in <mark>targets</mark> that are	lots of ways to be	active when I am	I look up to avoid
	space. I look up to	close and further	close and further	active when I am	playing	others and can stop
	avoid others and	away.	away.	playing	I can reflect on my own	when I want and '
	can stop when I	5	I can move confidently		choices and say or	when instructed.
	want and when	to <mark>receive a ball</mark> or	to <mark>receive a ball</mark> or	own choices and say	show which parts	I can say or show
	instructed.	other object that has	other object that has	or show which parts	worked well and which	which piece of
	I can <mark>travel</mark> in	been sent to me.	been sent to me.	worked well and	could have been better	equipment I think will
	different ways and	I can <mark>control a bat</mark> or	I can <mark>control a bat</mark> or	which could have	and why.	work best in different
	show soft light	racket to hit a ball off	racket to hit a ball off	been better and why.	I can say and show	situations and why.
	movements and	a tee or cone to make	a tee or cone to make	5	-	5
				•		
	5		a tee or cone to make	been better and why. I can say and show how the apparatus	I can say and show how the apparatus makes my movements	situations and why. I can <mark>combine moving</mark> and stopping with

strong heavy	use this in a game	use this in a game	makes my movements	or <mark>balances</mark> different or	control to pick
movements.	situation.	situation.	or <mark>balances</mark> different	better.	up/collect an object
I can combine	I can <mark>combine moving</mark>	I can <mark>combine moving</mark>	or better.	I can <mark>plan</mark> which	and send it <mark>accurately</mark>
change in <mark>speed and</mark>	and <mark>stopping</mark> with	and <mark>stopping</mark> with	I can <mark>plan</mark> which	balances and	to a target or
<mark>direction</mark> to stay	<mark>control</mark> to pick	control to pick	<mark>balances and</mark>	movements to use and	
with a partner, with	up/collect an object	up/collect an object	<mark>movements</mark> to use	can say why I chose	
and without	and <mark>send it</mark> accurately	and <mark>send it</mark> accurately	and can say why I	them.	
equipment. Applied	to a <mark>target</mark> or partner.	to a <mark>target</mark> or partner.	chose them.	I can decide what	
to a range of	Applied in different	Applied in different	I can decide what	equipment I need and	
activities.	situations.	situations.	equipment I need and	take it out and bring it	
	I can <mark>travel with a ball</mark>	I can <mark>travel with a ball</mark>	take it out and bring	back and put it away.	
	or object in different	or object in different	it back and put it		
	ways and <mark>send it</mark>	ways and s <mark>end it</mark>	away.		
	accurately to a <mark>target</mark>	accurately to a <mark>target</mark>	-		
	or partner. Applied in	or partner. Applied in			
	different situations.	different situations.			
	I can <mark>play cooperative</mark>	I can <mark>play cooperative</mark>			
	and <mark>competitive</mark> games	and <mark>competitive</mark> games			
	and activities with	and activities with			
	others where we send	others where we send			
	and receive balls and	and receive balls and			
	other objects in	other objects in			
	different ways and am	different ways and am			
	able to keep <mark>score</mark> .	able to keep <mark>score</mark> .			
	I can make up and	I can make up and			
	play a <mark>small sided</mark>	play a small sided			
	games with others	games with others			
	that includes	that includes			
	striking/sending a ball,	<mark>striking/sending</mark> a ball,			
	travel and scoring	travel and scoring			
	points.	points.			
	I can use my	I can work out where			
	imagination to create	to send a ball or			
	lots of ways to be	object to try to win			
	active when I am	points in small games			
	playing	and activities.			

			1			
	KS2 National Curric		use running, jumping, th	irowing and catching in	isolation and in combinati	on
	Pupils should be tau	ıght to:	play competitive games, attacking and defending develop flexibility, stren)	riate, and apply basic prin Ind balance	ciples suitable for
			perform dances using a			
			take part in outdoor and adventurous activity challenges both individually and within a team			
			compare their performan personal best.	nces with previous ones o	and demonstrate improven	nent to achieve their
Y3	FUNdamentals/	Basketball/ Dance	Tag Rugby/	Tag Rugby/	OAA/Athletics	Athletics
	Gymnastics	I can show <mark>tension</mark> and	Dance	Dance	I can <mark>skip with a rope</mark> in	I can follow a
	I can perform a variety	<mark>clarity</mark> of <mark>shape</mark> when I	I can <mark>hold</mark> and <mark>control</mark>	I can <mark>hold</mark> and <mark>control</mark>	different <mark>directions.</mark>	plan/instructions to set
	of <mark>balances(</mark> minimum 2)	<mark>balance</mark> and can move	<mark>different balances</mark> in the	<mark>different balances</mark> in the	I can <mark>follow</mark> a	up equipment or
	at <mark>different levels(high,</mark>	from one <mark>balance</mark> to	air and within my	air and within my	plan/instructions to set	<mark>apparatus</mark> for an
	medium, low)	another using a <mark>variety</mark>	personal space.	personal space.	up equipment or	activity and can check
	I can show <mark>tensio</mark> n and	of actions.	I can <mark>perform</mark> a	I can <mark>perform</mark> a	apparatus for an activity	that it is safe and not
	<mark>clarity</mark> of <mark>shape</mark> when I	I can <mark>hold</mark> and <mark>control</mark>	movement <mark>sequence</mark> with	movement <mark>sequence</mark>	and can check that it is	going to interfere with
	<mark>balance</mark> and can move	different balances in	<mark>control</mark> using a variety	with <mark>control</mark> using a	safe and not going to	others.
	from one balance to	the air and within my	of equipment within	variety of equipment	interfere with others.	I can <mark>judge</mark> what is
	another using a variety	personal space.	personal and general	within personal and	I can <mark>judge</mark> what is good	good about my (and
	of <mark>actions.</mark> Lean norferm a simple	I can perform a	space	general space	about my (and our)	our) performance and decide what I (or we)
	I can perform a simple <mark>sequence</mark> that links	<mark>movement sequence</mark> with control using a	I can perform my	I can perform my <mark>movement sequence</mark> in	performance and decide what I (or we) need to do	aeciae what I (or we) need to do next to
	together at least 3	variety of equipment	<mark>movement sequence</mark> in <mark>unison</mark> with a partner or	unison with a partner	next to improve.	improve.
	balances held for 3	within personal and	as part of a small group.	or as part of a small	I can <mark>explain</mark> my choices	I can <mark>explain</mark> my
	seconds and shows a	general space	I can keep <mark>travelling</mark> for	group.	and reflect whether it was	choices and reflect
		J	sustained periods of time	J	correct or if something	whether it was correct

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

	I can <mark>sugges</mark> t ways that we can show <mark>unison</mark> and canon in our gymnastic and dance <mark>sequences</mark> .	I can find solutions to problems on my own and with a partner or as part of a small group. I can suggest ways that we can show unison and canon in our gymnastic and dance sequences.		I can <mark>suggest</mark> ways that we can show <mark>unison</mark> and canon in our gymnastic and dance sequences.		
Y4	FUNdamentals/	Quiksticks/	Quiksticks/	Tennis/	Tennis/OAA	OAA/Athletics
	Gymnastics	Dance	Dance	Dance	I can apply changes in	I can <mark>send different</mark>
	I can perform a	I can perform w <mark>eight</mark>	I can perform w <mark>eight on</mark>	I can perform <mark>weight on</mark>	<mark>pace and direction</mark> in a	<mark>objects overarm</mark> with
	<mark>sequence</mark> , including 3	<mark>on hands</mark> in a	<mark>hands</mark> in a balanced and	<mark>hands</mark> in a balanced	variety of activities and	good technique and
	<mark>balances</mark> on 3 different	balanced and	<mark>controlled</mark> way and	and <mark>controlled</mark> way and	activity areas.	vary technique
	parts of my <mark>body</mark> at	<mark>controlled</mark> way and	include this in a	include this in a	I can <mark>move quickly</mark> and	according to need
	<mark>different levels</mark> (high,	include this in a	sequence.	sequence.	confidently to <mark>receive or</mark>	(distance). Apply to
	<mark>medium, low)</mark> , showing	sequence.	I can combine t <mark>ravel</mark> and	I can combine <mark>travel</mark>	<mark>return a ball</mark> from	activities/games.
	body tension and <mark>clarity</mark>	I can combine t <mark>ravel</mark>	<mark>dynamic balance</mark> to help	and <mark>dynamic balance</mark> to	different positions. Apply	.I can work i <mark>ndividually</mark>
	<mark>of shape</mark> . Shown on	and <mark>dynamic balance</mark>	me gain height and	help me gain height	this to different	and as <mark>part of a team</mark>
	floor, with equipment or	to help me gain height	distance in different	and distance in	situations.	to solve simple
	on small <mark>apparatus</mark> .	and distance in	ways , trying to go	different ways , trying	I can <mark>cover space</mark> and	problems.
	I can reduce my <mark>level</mark> of	different ways , trying	higher and further each	to go higher and further	move quickly and with	I can <mark>jump over</mark> or
	contact with the floor to	to go higher and	time.	each time.	confidence to <mark>receive and</mark>	navigate different sorts
	move out of 1 balance	further each time.	I can use my body and	I can use my body and	<mark>return a ball</mark> accurately.	of barrier in different
	into another.	I can use my body and	face to <mark>express</mark> feelings	face to <mark>express</mark> feelings	Apply this to different	ways and land safely.
	I can perform <mark>weight on</mark>	face to <mark>express</mark> feelings	and can apply this using	and can apply this	situations.	I can <mark>combine travel</mark>
	hands in a balanced and	and can apply this	different dynamics to	using <mark>different</mark>	I can <mark>move with control</mark>	and <mark>dynamic balance</mark> to
	<mark>controlled</mark> way and	using <mark>different</mark>	perform <mark>sequences of</mark>	<mark>dynamics</mark> to perform	from personal to general	help me gain height
	include this in a	dynamics to perform	<mark>movement</mark> in different	sequences of movement	space and apply this to	and distance in
	sequence.	sequences of	contexts.	in different contexts.	two different activities.	different ways , trying
	I can combine <mark>travel</mark>	<mark>movement</mark> in different	I can apply changes in	I can apply changes in	I can send balls and other	to go higher and further
	and <mark>dynamic balance</mark> to	contexts.	pace and direction in a	<mark>pace and direction</mark> in a	objects in <mark>different ways</mark>	each time.
	help me gain <mark>height</mark> and	I can apply changes in	variety of activities and	variety of activities and	<mark>using different techniques</mark>	I can show what it
	<mark>distance</mark> in different	pace and direction in a	activity areas.	activity areas.	and choose which	means to <mark>change pace</mark> and can show how in 3
	ways , trying to go	variety of activities	I can <mark>cover space</mark> and	I can move quickly and	technique is better to	
	higher and further each	and activity areas.	move quickly and with confidence to receive and	c <mark>onfidently</mark> to <mark>receive or</mark> <mark>return a ball</mark> from	send over shorter and	different situations. I can look at other
	time. I can <mark>iumn over</mark> or	I can <mark>cover space</mark> and move quickly and with	return a ball accurately.		longer distances. Apply	
	I can <mark>jump over</mark> or navigate different sorts	move quickly and with confidence to receive	return a bail accurately.	different positions.	this in activities/game.	people's activities and
	navigate d <mark>ifferent</mark> sorts	connaence to receive				

of b <mark>arrier</mark> in different	and <mark>return a ball</mark>	Apply this to different	Apply this to different	I can <mark>keep control</mark> of the	consider what is good
ways and l <mark>and</mark> safely.	<mark>accurately.</mark> Apply this	situations.	situations.	ball, using different parts	and how to <mark>improve</mark> it.
I can send different	to different situations.	I can <mark>move with control</mark>	I can <mark>cover space</mark> and	of my body or equipment,	
objects <mark>overarm</mark> with	I can <mark>move with</mark>	from personal to general	move quickly and with	when <mark>changing direction</mark>	
good <mark>technique</mark> and	<mark>control</mark> from personal	space and apply this to	confidence to receive	<mark>and pace</mark> to beat an	
vary technique	to general space and	two different activities.	and <mark>return a ball</mark>	<mark>opponent</mark> or <mark>create space</mark>	
according to need	apply this to two	I can <mark>send balls</mark> and	accurately. Apply this	in different situations.	
(distance). Apply to	different activities.	other objects in d <mark>ifferent</mark>	to different situations.	I can <mark>send and receive a</mark>	
activities/games	I can <mark>send balls</mark> and	ways using different	I can <mark>move with</mark>	<mark>ball</mark> to and from a player	
I can work as <mark>part of a</mark>	other objects in	techniques and choose	<mark>control</mark> from personal	in the space ahead and	
<mark>team</mark> to follow a trail.	d <mark>ifferent ways using</mark>	which technique is better	to general space and	change pace so arrive at	
I can look at other	different techniques	to send over shorter and	apply this to two	the same time as the ball.	
people's activities and	and choose which	longer distances. Apply	different activities.	Apply this to	
c <mark>onsider</mark> what is good	technique is better to	this in activities/game.	I can <mark>send balls</mark> and	activities/games.	
and how to i <mark>mprove</mark> it.	send over shorter and	I can <mark>keep control</mark> of the	other objects in	I can try to <mark>hit the ball</mark>	
	longer distances.	ball, using different	different ways using	away from my opponent	
	Apply this in	parts of my body or	different techniques and	and into spaces.	
	activities/game.	equipment, when	choose which technique	I can <mark>predict</mark> where to	
	I can <mark>keep control</mark> of	changing direction and	is better to send over	move to receive a ball or	
	the ball, using different	<mark>pace</mark> to beat an	shorter and longer	object in space	
	parts of my body or	opponent or create space	distances. Apply this in	I can <mark>think</mark> of different	
	equipment, when	in different situations.	activities/game.	ways to help my team	
	<mark>changing direction</mark> and	I can <mark>send and receive a</mark>	I can <mark>keep control</mark> of	solve a problem and can	
	<mark>pace</mark> to beat an	ball to and from a player	the ball, using different	suggest ways to improve	
	opponent or create	in the space ahead and	parts of my body or	for next time.	
	space in different	change pace so arrive at	equipment, when	I can find different ways	
	situations.	the same time as the	<mark>changing direction</mark> and	of outwitting an	
	I can <mark>send and receive</mark>	ball. Apply this to	<mark>pace</mark> to beat an	opponent on my own.	
	<mark>a ball</mark> to and from a	activities/games.	opponent or create		
	player in the space	I can try to <mark>hit</mark> the ball	<mark>space</mark> in different		
	ahead and change	away from my opponent	situations.		
	pace so arrive at the	and into spaces	I can <mark>send and receive</mark> a		
	same time as the ball.	I can <mark>predict</mark> where to	<mark>ball</mark> to and from a		
	Apply this to	<mark>move to receive a ball</mark> or	player in the space		
	activities/games.	object in space.	ahead and change pace		
	I can try to <mark>hit</mark> the ball	I can work in a group to	so arrive at the same		
	away from my	<mark>make up a game</mark> , dance	time as the ball. Apply		
	opponent and into	or activity and show it	this to activities/games.		
	spaces	to others for them to try.	I can try to <mark>hit</mark> the ball		
			away from my		

		I can <mark>predict</mark> where to		opponent and into		
		move to receive a ball		spaces.		
		or object in space.		I can <mark>predict</mark> where to		
		I can work in a group		move to receive a ball		
		to <mark>make up a game</mark> ,		or object in space		
		dance or activity and		I can work in a group		
		show it to others for		to <mark>create</mark> a game, dance		
		them to try.		or activity and show it		
		titelli to try.		to others for them to		
				try.		
Y5	FUNdamentals/	Hockey/Dance	Hockey/Dance	OAA/ Dance	OAA/Athletics	Athletics
15	Gymnastics	I can move at <mark>different</mark>	I can move at <mark>different</mark>	I can move at <mark>different</mark>	I can <mark>skip with a rope</mark>	I can <mark>skip with a rope</mark>
	I can perform a variety	speeds and combine	speeds and combine this	speeds and combine	and play different types	and play different types
	of <mark>symmetrical and</mark>	this with <mark>receiving a</mark>	with receiving a ball or	this with receiving a	of skipping games and	of skipping games and
	asymmetrical balances	ball or creating space	creating space in	ball or creating space in	activities.	activities.
	with tension and clarity	in different situations.	different situations.	different situations.	I can <mark>combine travel</mark> with	I can <mark>combine travel</mark>
	of shape and can move	I can use <mark>canon</mark> as	I can use <mark>canon</mark> as part	I can use <mark>canon</mark> as part	sending balls and other	with <mark>sending balls</mark> and
	slowly with control from	part of a <mark>sequence</mark>	of a <mark>sequence</mark> with a	of a <mark>sequence</mark> with a	objects for distance in	other objects for
	one balance to another.	with a partner and	partner and small group	partner and small	different ways and try to	distance in different
	I can perform a	small group that	that shows: travel,	group that shows:	beat my <mark>personal best</mark> .	ways and try to beat
	sequence with a partner	shows: travel, stillness	stillness and at least 2	travel, stillness and at	I can communicate how	my <mark>personal best</mark> .
	showing symmetry and	and at least 2 different	different <mark>levels.</mark>	least 2 different <mark>levels</mark> .	the <mark>apparatus</mark> or	I can <mark>communicate</mark> how
	asymmetry at <mark>different</mark>	levels.	I can work on my own	I can work as part of a	equipment I use makes	the <mark>apparatus</mark> or
	levels performed under	I can work on my own	and with others to <mark>cover</mark>	team to overcome	the activity different or	equipment I use makes
	control both on the floor	and with others to	space and apply this to	barriers and <mark>solve</mark> more	better.	the activity different or
	and using <mark>apparatus.</mark>	<mark>cover space</mark> and apply	other	complex <mark>problems</mark> by	I can <mark>plan</mark> how to make	better.
	I can use <mark>canon</mark> as part	this to other	situations/activities/gam	adapting skills and	an activity easier or	I can <mark>plan</mark> how to make
	of a <mark>sequence</mark> with a	situations/activities/ga	es.	strategies quickly as	harder to enable	an activity easier or
	partner and small group	mes.	I can use space with	required.	everybody to be	harder to enable
	that shows: travel,	I can use space with	changes in pace and	I can plan how to make	successful and provide	everybody to be
	stillness and at least 2	changes in <mark>pace</mark> and	direction to outwit an	an activity easier or	extra <mark>challenge</mark> if needed.	successful and provide
	different levels.	direction to outwit an	opponent or <mark>create space</mark>	harder to enable	I can decide and <mark>suggest</mark>	extra <mark>challenge</mark> if
	I can work on my own	opponent or <mark>create</mark>	both on my own and	everybody to be	ways to <mark>solve problems</mark>	needed.
	and with others to cover	<mark>space</mark> both on my own	with others. Apply to	<mark>successful</mark> and provide	safely, taking into	I can decide and
	space and apply this to	and with others. Apply	activity/game situation	extra c <mark>hallenge</mark> if	account everybody's	<mark>suggest</mark> ways to <mark>solve</mark>
	other	to activity/game	I can <mark>change pace and</mark>	needed.	abilities and fears.	<mark>problems</mark> safely, taking
	situations/activities/gam	situation	direction to mark a	I can decide and		into account
	es.	I can <mark>change pace and</mark>	player and switch to	<mark>suggest</mark> ways to <mark>solve</mark>		everybody's abilities
	I can c <mark>ommunicate</mark> how	<mark>direction</mark> to mark a	marking space or	<mark>problems</mark> safely, taking		and fears.
	the <mark>apparatus</mark> or	player and switch to	covering space when	into account		

equipment I use makes	marking space or	needed in a game	everybody's abilities	
the activity different or	covering space when	situation.	and fears.	
better.	needed in a game	I can use a <mark>bat, racket</mark>		
	situation.	or part of my body to <mark>hit</mark>		
	I can use a <mark>bat, racket</mark>	a ball into spaces close		
	or part of my body to	by and further away.		
	<mark>hit</mark> a ball into spaces	I can <mark>strike a ball</mark>		
	close by and further	accurately into spaces		
	away.	away from my		
	I can <mark>strike a ball</mark>	opponents and apply		
	accurately into spaces	this to activities/games.		
	away from my	I can <mark>defend or cover</mark> a		
	opponents and apply	space to make it difficult		
	this to	for others to <mark>send and</mark>		
	activities/games.	<mark>receive</mark> a ball. Apply to		
	I can <mark>defend or cover</mark> a	activities/games.		
	space to make it	I can play a simple		
	difficult for others to	<mark>net/wall game</mark> using a		
	<mark>send and receive</mark> a	net/line on the ground or		
	ball. Apply to	wall.(I can use space		
	activities/games.	effectively to <mark>send and</mark>		
	I can play a simple	receive the ball, position		
	<mark>net/wall game</mark> using a	myself to make it		
	net/line on the ground	difficulty for my		
	or wall.(I can use	<mark>opponents</mark> to find		
	space effectively to	space(s))		
	<mark>send and receive the</mark>	I can select how or		
	ball, position myself to	where to send the object		
	make it difficulty for	depending on who I am		
	my <mark>opponents</mark> to find	passing to or what is		
	space(s))	happening in the game.		
	I can select how or	I can <mark>predict</mark> where my		
	where to send the	<mark>opponent</mark> is likely to		
	object depending on	<mark>move and send</mark> the ball		
	who I am passing to or	into a different space.		
	what is happening in	I can watch my		
	the game.	opponents movements to		
	I can <mark>predict</mark> where my	<mark>predict</mark> where and when		
	<mark>opponent</mark> is likely to	the ball or object is		
	<mark>move and send</mark> the	likely to arrive		

		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.	I can work out and show where to send the ball so that it is 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)	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.	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.	OAA/Team games 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 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	Team Games 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 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

I can <mark>combine travel</mark>	transfer those skills to	small sided or modified
with 3 <mark>jumps</mark> or	other activities.	games and transfer
movements each under	I can understanding the	those skills to other
<mark>control</mark> and gain	principles of <mark>sending and</mark>	activities.
distance.	receiving and effective	I can understanding the
	use of space and can	principles of sending
	apply this to <mark>net/wall</mark>	and receiving and
	games.	effective use of space
	I can take part in and	and can apply this to
	learn the skills required	net/wall games.
	to safely participate in	I can take part in and
	one <mark>outdoor</mark>	learn the skills required
	activity(climbing,	to safely participate in
	orienteering)	one <mark>outdoor</mark>
	I can understand the	<mark>activity(climbing,</mark>
	principles of <mark>sending and</mark>	<mark>orienteering)</mark>
	<mark>receiving</mark> and effective	I can understand the
	use of space on my own	principles of <mark>sending</mark>
	and as part of a team	and receiving and
	and can apply this in	effective use of space on
	<mark>striking and fielding</mark>	my own and as part of
	games.	a team and can apply
		this in <mark>striking and</mark>
		<mark>fielding games.</mark>

5 metres
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JRE