

Year 3

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><u>Gymnastics – stretching/curling</u></p> <p>I can use shape, balance and travel to explore floor, mats and apparatus.</p> <p>I can practise an action or short sequence of movements, and improve the quality of those actions and linking movements.</p> <p>I know the importance of warming up and identify when my body is warm and stretched.</p> <p><u>Invasion Games - keeping possession</u></p> <p>I can use a range of skills to help me keep possession and control of the ball</p> <p>I can make progress towards a goal, on my own and with others</p> <p>I know how to use space</p>	<p><u>Dance – Volcano dance linked to Geography</u></p> <p>I can show an imaginative response to different stimuli through my use of language and choice of movement.</p> <p>I can incorporate different qualities and dynamics into my movement</p> <p>I can perform short dances with expression, showing an awareness of others when moving.</p> <p><u>Creative games – Creating their own games</u></p> <p>I can know how to score and keep the rules of my game</p> <p>I can watch and describe the games of others accurately</p> <p>I can record my game and teach others how to play</p>	<p><u>Dance- linked to Chinese New Year</u></p> <p>I can sustain effort in my dances</p> <p>I can recognise unison and canon and suggest improvements.</p> <p>I can link actions to make short dances when working with a partner or in a small group</p> <p><u>Invasion games – Types of passing and catching</u></p> <p>I can use a range of skills to keep possession and make progress towards a goal, on my own and with others</p> <p>I can weigh up the options and often make good decisions about what to do</p> <p>I can recognise players who play well in games and give some reasons why</p>	<p><u>Gymnastics- developing balancing techniques</u></p> <p>I can show control, accuracy and fluency of movement when performing actions on my own and with a partner.</p> <p>I can devise and perform a gymnastic sequence, showing a clear beginning, middle and end both independently and with a partner.</p> <p><u>Adventure/ co-operation games</u></p> <p>I can recognise where I am on a plan or diagram</p> <p>I can choose simple approaches to solve the problems I have been set</p> <p>I can work cooperatively with others</p>	<p><u>Athletics</u></p> <p>I can run at different speeds e.g. change my pace with control</p> <p>I can decide the correct pace when running a long distance</p> <p>I can develop fluency and rhythm when choosing and applying different stride patterns</p> <p>I can use different throwing techniques e.g. push/pull throw, fling & heave throw</p> <p>I can throw accurately at a target and across different distances</p> <p>I know different techniques which will help me increase my height and distance of my jump</p>	<p><u>Athletics – Running jumping and throwing techniques</u></p> <p>I can explore different body position in flight</p> <p>I can pass and receive a baton when running as a team</p> <p>I can jump over hurdles with control and balance</p> <p>I can apply a variety pf techniques in a running, jumping an throwing competition</p> <p><u>Striking and fielding games</u></p> <p>I can strike a ball with intent and throw it more accurately when bowling and/or fielding</p> <p>I can intercept and stop the ball with consistency, and return it quickly and accurately</p> <p>I can choose and use batting or throwing skills to make</p>

					<p>the game hard for my opponents</p> <p>I can choose where to stand as a fielder to make it hard for the batter</p> <p>I am familiar with and use the rules set, and keep games going without disputes</p> <p>I can identify parts of my performance that need improvement, and suggest how to achieve this</p>
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Year 4

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><u>Net Games</u></p> <p>I can play using a racket, getting my body into good positions to hit a hand fed ball accurately</p> <p>I can increasingly keep a rally going using a small range of shots</p> <p>I try to make things difficult for my opponent by directing the ball to space, at different speeds and heights</p> <p>I can identify aspects of my game that need improving, and say how I can go about improving them</p> <p><u>Gymnastics – Rolling</u></p> <p>I can perform a range of rolling actions with consistency, fluency and clarity of movement.</p> <p>I can combine actions to make sequences with</p>	<p><u>Dance – Rivers</u></p> <p>I can think about character and narrative ideas created by the stimulus, and respond through movement</p> <p>I can experiment with a wide range of actions, varying and combining spatial patterns, speed, tension and continuity when working on my own, with a partner and in a group.</p> <p>I can remember, practise and combine longer, more complex dance phrases</p> <p>I can describe and interpret dance movements using appropriate vocabulary</p> <p><u>Invasion Games – learning ball skills</u></p> <p>I can use a range of different passing skills</p> <p>I can change direction and</p>	<p><u>Dance – themed with cross curricular work – Industrial Revolution</u></p> <p>I can use different compositional ideas to create motifs incorporating unison, canon, action and reaction.</p> <p>I can show understanding of warming up and cooling down, and choose appropriate activities to do on my own.</p> <p>I can perform with fluency and control, showing sensitivity to the accompaniment and to others</p> <p><u>Invasion Games –developing teamwork</u></p> <p>I can play with greater speed and flow</p> <p>I know and explain the tactics and skills that I am</p>	<p><u>Gymnastics – balance with a change of direction</u></p> <p>I can make up and lead a warm up that prepares us for gymnastics</p> <p>I can make similar or contrasting shapes on the floor and apparatus</p> <p>I can combine actions and maintain the quality of performance when performing at the same time as my partner.</p> <p>I can work with my partner to make up a sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement.</p> <p><u>Developing Invasion Games – Creating their own games</u></p> <p>I can adapt rules in agreement with others and, later, make rules for my own</p>	<p><u>Athletics</u></p> <p>I can identify the differences in running styles and techniques</p> <p>I understand the importance of timing during the relay changes</p> <p>I understand that body positioning will result in a further throw.</p> <p>I can choose an appropriate throwing technique for different distances</p> <p>I know using your arms and increasing your speed can help increase the distance of a jump</p> <p><u>Swimming</u></p> <p>I can move around and across the pool, eg walking, running, hopping, with swimming aids and support</p>	<p><u>Adventure/ co-operation games</u></p> <p>I can work cooperatively with others on tasks</p> <p>I can travel successfully to and from objects and locations on the ground</p> <p>I can recognise and describe the different physical demands of the tasks and challenges</p> <p><u>Swimming</u></p> <p>I know that smooth swimming demands concentration and good control of arms, legs and breathing</p> <p>I can use a range of strokes effectively (i.e. back crawl, front crawl and breaststroke)</p> <p>I can swim confidently, competently and proficiently</p>

<p>changes of speed, level and direction, and clarity of shape.</p> <p>I can increase the length of my sequences.</p>	<p>speed when dribbling the ball (as in basketball) and when moving without the ball into space</p> <p>I can describe the help I need to improve my play</p>	<p>confident with and use well in games</p> <p>I can work well as part of a team with differing abilities</p>	<p>games, which I explain and teach to others</p> <p>I have simple plans for use in a game that I know I can make work</p>	<p>I can move on and below the surface, showing confidence and enjoyment in the water</p> <p>I can begin to swim short distances of between 5 and 20 metres, using aids and later without them</p>	<p>for at least 25 metres</p> <p>I can perform safe self-rescue in different water-based situations</p>
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Year 5

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><u>Dance – Carnival</u></p> <p>I can explore, improvise and choose appropriate material to create new motifs in a chosen dance style.</p> <p>I can warm up and cool down independently using exercises that stretch and tone my body.</p> <p>I can use appropriate dance terminology to identify and describe different styles in my own and others' dances.</p> <p><u>Invasion - Football</u> <u>Developing teamwork skills/passing/ ball control skills</u></p> <p>I know the difference between attacking skills and defending skills</p> <p>I can switch between being and thinking like an attacker and a defender during the game</p> <p>I can find and use space to help my team</p>	<p><u>Gymnastics – Bridges</u></p> <p>I can take more responsibility for my own warm up.</p> <p>I can perform actions, shapes and balances clearly, consistently and fluently, with good body tension and extension.</p> <p>I can repeat accurately a longer sequence with more difficult actions, with an emphasis on extension, clear body shape and changes in direction.</p> <p><u>Invasion Games – Netball</u></p> <p>I can perform skills with accuracy, confidence and control</p> <p>I can use a variety of dodges and passes to keep the ball</p> <p>I know how to mark and defend to try and stop the opposition scoring</p> <p>I can recognise parts of our</p>	<p><u>Gymnastics – flight – investigating different ways of leaving the ground</u></p> <p>I can perform combinations of actions and agilities that show clear differences between levels, speeds and directions.</p> <p>I can identify which aspects were performed consistently, accurately, fluently and clearly and suggest improvements to speed, direction and level in the composition.</p> <p><u>Invasion games –TAG Rugby</u></p> <p>I can use a variety of tactics to keep the ball, e.g changing speed and direction and to move it to a scoring position</p>	<p><u>Dance – Brazilian dance - capoeira</u></p> <p>I can compose, develop and adapt motifs to make dance phrases and use these in longer dances.</p> <p>I can talk about the relationship between the dance and its accompaniment.</p> <p>I can suggest ways to develop technique and composition.</p> <p>I can perform specific skills and movement patterns for different dance styles with accuracy.</p> <p><u>Net Games – Tennis</u></p> <p>I can direct the ball reasonably well towards my opponent's court or target area</p> <p>I can show good backswing, follow through and feet positioning</p>	<p><u>Athletics - Running, jumping and throwing techniques</u></p> <p>I can maintain a speed over a long duration of time or distance</p> <p>I can develop a range of throwing techniques e.g. push/pull throw. fling and heave throws</p> <p>I can develop power and keep control when taking off and landing (jumping)</p> <p>I can develop change over skills when running in relays</p> <p><u>Striking and Fielding Games – Cricket</u></p> <p>I can choose and use batting or throwing skills</p> <p>I can make good judgements about when to run to score points</p> <p>I can work well as part of a team to make it hard for the batter</p>	<p><u>Athletics</u></p> <p>I can perform a range of warm up activities with a small group of my peers</p> <p>I can organise myself and others in small groups safely, and take turns and different roles</p> <p>I can create a run, jump and throw event</p> <p><u>OAA – Outdoor and Adventurous Activities</u></p> <p>I can understand the excitement and enjoyment of completing a challenge</p> <p>I am clear about what I have to achieve and recognise the importance of planning and thinking as I go</p> <p>I can use teamwork skills well in a variety of different challenges</p>

	team performance that can be improved, and identify practices that will help		I can hit the ball with purpose, varying the speed, height and direction		
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Year 6

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><u>Invasion - Football</u> <u>Developing teamwork skills/passing/ ball control skills</u></p> <p>I can choose when to pass or run with the ball, so that I keep possession and make progress towards the goal</p> <p>I can perform football skills with greater speed</p> <p>I can recognise and describe the best points in an individual's and a team's performance</p> <p>I can identify aspects of my own and others' performances that need improvement, and suggest how to improve them</p> <p>I can organise my team to think of ideas to be more successful</p> <p><u>OAA – Outdoor and Adventurous Activities</u></p> <p>I can read a variety of maps and plans accurately,</p>	<p><u>Invasion Games - TAG Rugby</u></p> <p>I can choose when to pass or run with the ball, so that my team keeps possession and make progress towards the goal</p> <p>I can perform rugby skills with greater speed and control</p> <p>I can identify aspects of my own and others' performances that need improvement, and suggest how to improve them</p> <p>I can organise my team to think of ideas to be more successful</p> <p><u>Invasion Games – Basketball</u></p> <p>I can combine and perform skills with control, adapting them to meet the needs of the situation i.e in small sided games</p>	<p><u>Gymnastics – Counter tension and counter balance</u></p> <p>I can make up longer sequences and perform them with fluency and clarity of movement.</p> <p>I know how to improve their own health and fitness and how gymnastic activity helps contribute to this</p> <p>I can determine judging criteria for a gymnastic performance with a team of judges and use those criteria to feedback on the performances of others</p> <p><u>Invasion Games - High 5 Netball</u></p> <p>I can choose when and how to pass, so that my team keep possession</p> <p>I can use attacking and defending skills appropriately in games</p> <p>I can know the importance of being fit, and what types</p>	<p><u>Net Games - Tennis</u></p> <p>I can play shots on both sides of the body and above their heads in practices and when the opportunity arises in a game e.g. forehand, backhand and smash</p> <p>I can position myself well on court and spot the spaces in my opponent's court</p> <p>I can try to hit the ball into a space away from my opponent</p> <p>I can work well with others, adapting my play to suit my own and others' strengths e.g. in a doubles game</p> <p><u>Dance – WW2/ Lindy Hop</u></p> <p>I can respond to a range of stimuli, improvising freely using a range of controlled movements and patterns.</p> <p>I can select and use a range of compositional ideas to create motifs that</p>	<p><u>Athletics / Games skills - Sports Day preparation – introducing sports day activities</u></p> <p>I can sustain my pace over longer distances, e.g sprint for ten seconds, run continuously for more than two minutes</p> <p>I can organise myself and others in small groups safely, and take turns and different roles as a coach, performer and official</p> <p>I can watch a partners performance and identify strengths and suggest improvements</p> <p>I can set a personal challenge and improve my on performance</p> <p><u>Striking and fielding Games Cricket / Rounders</u></p> <p>I am familiar with and use the rules set, and keep games going without</p>	<p><u>Dance – production piece</u></p> <p>I can work as a choreographer to produce a dance for a valued audience.</p> <p>I can use appropriate language and terminology to describe, interpret and evaluate dance.</p> <p>I can recognise how costume, music and set can help to improve a dance performance</p> <p><u>Striking and fielding Games Cricket / Rounders</u></p> <p>I can make up my and lead an appropriate warm up and explain why certain activities have been chosen</p> <p>I can plan to outwit the opposition individually, as a pair or as a team, when I am batting, bowling and fielding</p> <p>I can use tactics which involve bowlers and fielders working together</p>

<p>recognising symbols and features</p> <p>I can successfully apply my skills and understanding to new challenges and environments</p> <p>I know how to prepare physically and organisationally to be safe and efficient</p>		<p>of fitness are most important for playing netball</p> <p>I can plan and lead skill practices for Netball</p> <p>I can identify aspects of my own and others' performances that need improvement, and suggest how to improve them</p> <p>I can plan and use tactics with my team to be successful in a Hi-Five game</p>	<p>demonstrate my dance idea</p> <p>I can explore dance and movement ideas imaginatively, including actions, dynamics, space and relationship.</p> <p>I can perform with clarity and sensitivity to an accompaniment (e.g. percussion, rap), communicating a dance idea.</p> <p>I can identify what types of exercise I need to help me improve in dance.</p>	<p>disputes helping others to respond appropriately to decisions</p> <p>I can choose and use batting or throwing skills to make the game hard for my opponents</p> <p>I can describe what is successful in my team's performance and act as a motivational and knowledgeable coach to improve our performance</p>	<p>I can identify what I and others need to do to improve performance and suggest how to do this</p>
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