

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<p>Gymnastics - stretching/curling. I can use shape, balance and travel to explore floor, mats and apparatus. I can practise an action or short sequence of movements, and improve the quality of those actions and linking movements. I can explain the differences between two performances. I know the importance of warming up and identify when my body is warm and stretched.</p> <p>Invasion Games - keeping possession I can use a range of skills to help me keep possession and control of the ball I can use a range of skills to keep possession and make progress towards a goal, on my own and with others I can explain how to keep possession and describe how I and others have</p>	<p>Dance - Volcano dance linked to Geography I can show an imaginative response to different stimuli through my use of language and choice of movement. I can use a range of expressive language to describe dance I can incorporate different qualities and dynamics into my movement I can perform short dances with expression, showing an awareness of others when moving. I can describe what makes a good dance phrase</p> <p>Creative games - Creating their own games including rules and a scoring system. I can know how to score and keep the rules of my game I can watch and describe the games of others accurately I can record my game and teach others how to play (link to instructional writing)</p>	<p>Dance- linked to Chinese New Year I can sustain effort in my dances I can recognise unison and canon and suggest improvements. I can link actions to make short dances when working with a partner or in a small group I can use a range of expressive language to describe dance</p> <p>Invasion games - Learning different types of passing and catching skills. I can use a range of throw and catch skills to help me keep possession and control of the ball I can use a range of skills to keep possession and make progress towards a goal, on my own and with others I can weigh up the options and often make good decisions about what to do</p>	<p>Gymnastics- developing balancing techniques. I can show control, accuracy and fluency of movement when performing actions on my own and with a partner. I can devise and perform a gymnastic sequence, showing a clear beginning, middle and end both independently and with a partner.</p> <p>Adventure/ co-operation games inc. parachute and playground activities I can recognise where I am on a plan or diagram I can use a range of skills to lift and carry equipment I can choose simple approaches to solve the problems I have been set I can work cooperatively with others</p>	<p>Athletics / Games skills - Sports Day preparation - introducing sports day activities. I can run at different speeds e.g. change my pace with control I can decide the correct pace when running a long distance I can develop fluency and rhythm when choosing and applying different stride patterns I can use different throwing techniques e.g. push/pull throw, fling & heave throw I can throw accurately at a target and across different distances I know different techniques which will help me increase my height and distance of my jump</p>	<p>Athletics - Running jumping and throwing techniques. I can explore different body position in flight I can explore different combination of jumps I can pass and receive a baton when running as a team I can jump over hurdles with control and balance I can describe what happens to my body when I am taking part in Athletics I can apply a variety pf techniques in a running, jumping an throwing competition</p> <p>Striking and fielding games - Rounders / Cricket I can strike a ball with intent and throw it more accurately when bowling and/or fielding I can intercept and stop the ball with consistency, and return it quickly and accurately</p>

	<p>achieved it I know how to use space</p>		<p>I can recognise players who play well in games and give some reasons why</p>			<p>I can choose and use batting or throwing skills to make the game hard for my opponents I can choose where to stand as a fielder to make it hard for the batter I am familiar with and use the rules set, and keep games going without disputes I can identify parts of my performance that need improvement, and suggest how to achieve this</p>
<p>Year 4</p>	<p>Net Games - Using bats and racquets and developing different passing techniques. I can play using a racket, getting my body into good positions to hit a hand fed ball accurately I can increasingly keep a rally going using a small range of shots I try to make things difficult for my opponent by directing the ball to space, at different speeds and heights I can use the rules and keep games going without disputes I can identify aspects of my game that need</p>	<p>Dance - Rivers I can think about character and narrative ideas created by the stimulus, and respond through movement 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. I can remember, practise and combine longer, more complex dance phrases I can describe and interpret dance movements using appropriate vocabulary</p> <p>Invasion Games - learn and contrasting ball skills from a</p>	<p>Dance - themed with cross curricular work - Industrial Revolution I can use different compositional ideas to create motifs incorporating unison, canon, action and reaction. I can suggest how dances and performances can be improved, so that they communicate more effectively I can show understanding of warming up and cooling down, and choose appropriate activities to do on my own. I can communicate what I want through my dances and perform with fluency</p>	<p>Gymnastics - balance with a change of direction I can make up and lead a warm up that prepares us for gymnastics. I can make similar or contrasting shapes on the floor and apparatus, I can combine actions and maintain the quality of performance when performing at the same time as my partner. I can work with my partner to make up a sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement. I can offer constructive ideas when working with a</p>	<p>Athletics / Games skills - Sports Day preparation - introducing sports day activities. I can identify the differences in running styles and techniques I understand the importance of timing during the relay changes I understand that body positioning will result in a further throw. I can choose an appropriate throwing technique for different distances To explore the difference in standing and a run up throw when using a javelin I know using your arms and increasing your speed can</p>	<p>Adventure/ co-operation games inc. parachute and playground activities I can work cooperatively with others on tasks I can travel successfully to and from objects and locations on the ground I can show an awareness of how to keep safe I can recognise and describe the different physical demands of the tasks and challenges</p> <p>Swimming I can use a range of language to describe what they see and give concise explanations of what they</p>

	<p>improving, and say how I can go about improving them</p> <p>Gymnastics – Rolling I can perform a range of rolling actions with consistency, fluency and clarity of movement. I can combine actions to make sequences with changes of speed, level and direction, and clarity of shape. I can increase the length of my sequences.</p>	<p>variety of throw and catch games. I can use a range of different passing skills I can change direction and speed when dribbling the ball (as in basketball or rugby) and when moving without the ball into space I can keep and use rules given to me I can describe the help I need to improve my play</p>	<p>and control, showing sensitivity to the accompaniment and to others</p> <p>Invasion Games – Developing teamwork skills with ball on the ground games I can play with greater speed and flow I can suggest how rules could be changed to improve the game I know and explain the tactics and skills that I am confident with and use well in games I can work well as part of a team with differing abilities</p>	<p>partner</p> <p>Developing Invasion Games – Creating their own games focusing on different skills. I can adapt rules in agreement with others and, later, make rules for my own games, which I explain and teach to others I have simple plans for use in a game that I know I can make work I use the knowledge I am learning in PE to make up suitable warm-up activities for the games I am playing I can choose different ways of practising these tactics and skills</p>	<p>help increases the distance of a jump I can apply a variety of techniques in a running, jumping and throwing competition</p> <p>Swimming I can enter the water carefully, as taught I can move around and across the pool, e.g. walking, running, hopping, with swimming aids and support I can move on and below the surface, showing confidence and enjoyment in the water I can begin to swim short distances of between 5 and 20 metres, using aids and later without them</p>	<p>do well I can identify aspects of their work that need improvement and suggest ways to practice I know that smooth swimming demands concentration and good control of arms, legs and breathing I can use a range of strokes effectively (i.e. back crawl, front crawl and breaststroke) I can swim confidently, competently and proficiently for at least 25 metres I can perform safe self-rescue in different water-based situations</p>
Year 5	<p>Dance – Carnival dance based on Floella Benjamin – Coming to England. I can explore, improvise and choose appropriate material to create new motifs in a chosen dance style. I can warm up and cool down independently using exercises that stretch and tone my body. I can use appropriate dance terminology to identify and</p>	<p>Gymnastics – Bridges I can take more responsibility for my own warm up. I can perform actions, shapes and balances clearly, consistently and fluently, with good body tension and extension. 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>Gymnastics – flight – investigating different ways of leaving the ground I can perform combinations of actions and agilities that show clear differences between levels, speeds and directions. I can identify which aspects were performed consistently, accurately, fluently and clearly and suggest improvements to</p>	<p>Dance – Brazilian dance – capoeira I can compose, develop and adapt motifs to make dance phrases and use these in longer dances. I can talk about the relationship between the dance and its accompaniment. I can suggest ways to develop their technique and composition. I can perform specific skills and movement patterns for different</p>	<p>Athletics Running, jumping and throwing techniques. I can maintain a speed over a long duration of time or distance I can create a three stride pattern over hurdle and know the hurdling technique I can throw with greater control and accuracy e.g. by generating greater force when throwing I can develop a range of throwing techniques e.g. push/pull throw. fling and</p>	<p>Athletics / Games skills – Sports Day and athletics competition preparation I can perform a range of warm up activities with a small group of my peers I can organise myself and others in small groups safely, and take turns and different roles I can create a run, jump and throw event</p>

	<p>describe different styles in my own and others' dances.</p> <p>Invasion - Football Developing teamwork skills/passing/ ball control skills</p> <p>I know the difference between attacking skills and defending skills I can switch between being an attacker and a defender during the game I can find and use space to help my team I can look for specific things (skills and /or tactics)in a game and explain how well they are being done</p>	<p>Invasion games: Tag Rugby</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 I can defend and tag my opponent I can discuss and utilise different techniques when it comes to defending, working with my teammates to making tagging easier I can pass a rugby ball accurately to my teammate and away from a defender</p>	<p>speed, direction and level in the composition.</p> <p>Invasion Games - Netball</p> <p>I can perform skills with accuracy, confidence and control I can use a variety of dodges and passes to keep the ball I know how to mark and defend to try and stop the opposition scoring I can recognise parts of our team performance that can be improved, and identify practices that will help</p>	<p>dance styles with accuracy.</p> <p>Net Games - Tennis</p> <p>I can direct the ball reasonably well towards my opponent's court or target area I can show good backswing, follow through and feet positioning I can show good backswing, follow through and feet positioning I can hit the ball with purpose, varying the speed, height and direction I can explain what I am trying to do and why it is a good idea I know the types of exercise I should concentrate on to improve my tennis, <i>eg speed and flexibility</i></p>	<p>heave throws I can develop power and keep control when taking off and landing (jumping) I can develop change over skills when running in relays I can time my runs I can measure and record my performance</p> <p>Striking and Fielding Games - Cricket</p> <p>I can choose and use batting or throwing skills to make the game hard for my opponents I can make good judgements about when to run to score points I can work well as part of a team to make it hard for the batter I am familiar with and use the rules set, and can keep games going without disputes or needing the teacher</p>	<p>OAA - Outdoor and Adventurous Activities</p> <p>I can understand the excitement and enjoyment of completing a challenge I am clear about what I have to achieve and recognise the importance of planning and thinking as I go I can use teamwork skills well in a variety of different challenges</p>
Year 6	<p>Invasion - Football Developing teamwork skills/passing/ ball control skills</p> <p>I can choose when to pass or run with the ball, so that I keep possession and make progress towards the goal I can perform football skills with greater speed I can recognise and</p>	<p>Invasion Games - Tag Rugby</p> <p>I can choose when to pass or run with the ball, so that my team keeps possession and make progress towards the try line I can perform rugby skills with greater speed and control I can identify aspects of my own and others'</p>	<p>Gymnastics - Counter tension and counter balance</p> <p>I can make up longer sequences and perform them with fluency and clarity of movement. I know how to improve their own health and fitness and how gymnastic activity helps contribute to this</p>	<p>Net Games - Tennis</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 I can position myself well on court and spot the spaces in my opponent's court I can try to hit the ball</p>	<p>Athletics / Games skills - Sports Day preparation - introducing sports day activities.</p> <p>I can sustain my pace over longer distances, e.g sprint for ten seconds, run continuously for more than two minutes I can organise myself and others in small groups safely,</p>	<p>Dance - production piece</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>describe the best points in an individual's and a team's performance I can identify aspects of my own and others' performances that need improvement, and suggest how to improve them I can organise my team to think of ideas to be more successful</p> <p>OAA - Outdoor and Adventurous Activities</p> <p>I can read a variety of maps and plans accurately, recognising symbols and features I can successfully apply my skills and understanding to new challenges and environments I know how to prepare physically and organisationally to be safe and efficient I can identify what I have done well and adapt plans to be more efficient when facing similar challenges</p>	<p>performances that need improvement, and suggest how to improve them I can organise my team to think of ideas to be more successful</p> <p>Invasion Games - Basketball</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>I can choose and use different formations to suit the needs of the game</p> <p>I can know the importance of being fit, and what types of fitness are most important for playing basketball creating my own fit for basketball programme</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>Invasion Games - High 5 Netball</p> <p>I can choose when and how to pass, so that my team keep possession I can use attacking and defending skills appropriately in games I can know the importance of being fit, and what types of fitness are most important for playing Netball I can plan and lead skill practices for Netball I can identify aspects of my own and others' performances that need improvement, and suggest how to improve them I can plan and use tactics with my team to be successful in a Hi-Five game</p>	<p>into a space away from my opponent I can work well with others, adapting my play to suit my own and others' strengths e.g. in a doubles game</p> <p>Dance - WW2/ Lindy Hop</p> <p>I can respond to a range of stimuli, improvising freely using a range of controlled movements and patterns. I can select and use a range of compositional ideas to create motifs that demonstrate my dance idea I can explore dance and movement ideas imaginatively, including actions, dynamics, space and relationship. I can perform with clarity and sensitivity to an accompaniment (e.g. percussion, rap), communicating a dance idea. I can identify what types of exercise I need to help me improve in dance.</p>	<p>and take turns and different roles as a coach, performer and official I can say why some athletics activities can improve strength, power or stamina, and explain how these can help my performance in other types of activity or sports I can organise and manage an athletic event I can watch a partners performance and identify strengths and suggest improvements I can set a personal challenge and improve my on performance</p> <p>Striking and fielding Games Cricket / Rounders</p> <p>I am familiar with and use the rules set, and keep games going without disputes helping others to respond appropriately to decisions I can choose and use batting or throwing skills to make the game hard for my opponents 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 recognise how costume, music and set can help to improve a dance performance</p> <p>Striking and fielding Games Cricket / Rounders</p> <p>I can make up my and lead an appropriate warm up and explain why certain activities have been chosen I can plan to outwit the opposition individually, as a pair or as a team, when I am batting, bowling and fielding I can use tactics which involve bowlers and fielders working together I can identify what I and others need to do to improve performance and suggest how to do this</p>
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