



Whole School Overview

PE

Year 1

Learning Objectives	Key Skills	Notes
Physical		
<p><u>Fundamentals:</u></p> <ul style="list-style-type: none"> • I can show hopping and jumping movements. • I can change direction. • I can run at different speeds. • I can select my own actions in response to a task. • I can use co-ordination to turn a skipping rope. <p><u>Athletics:</u></p> <ul style="list-style-type: none"> • I am beginning to link running and jumping movements. • I can run at different speeds. • I am beginning to show balance and co-ordination when changing direction. • I understand the difference between a jump, a leap and a hop and can choose which will allow me to jump the furthest. • I am developing over arm throwing. • I can throw towards a target. <p><u>Ball skills:</u></p> <ul style="list-style-type: none"> • I am beginning to catch with two hands. • I can roll, catch and throw with some accuracy towards a target. • I can track a ball that is coming towards me. • I am beginning to dribble a ball with my hands and feet. • I can recognise changes in my body when I do exercise. 	<p><u>Fundamentals:</u></p> <ul style="list-style-type: none"> • Balancing • Sprinting • Jogging • Dodging • Jumping • Hopping • Skipping <p><u>Athletics:</u></p> <ul style="list-style-type: none"> • Running at varying speeds. • Agility • Balance • Co-ordination. • Running over obstacles. • Jumping, hopping and leaping in combination and for distance. • Throwing for distance. <p><u>Ball skills:</u></p> <ul style="list-style-type: none"> • Rolling • Kicking • Throwing • Catching • Dribbling • Bouncing. <p><u>Sending and Receiving:</u></p> <ul style="list-style-type: none"> • Rolling 	

Sending and Receiving:

- I am beginning to send and receive a ball using a piece of equipment.
- I am beginning to send and receive a ball with my feet.
- I can catch a ball after one bounce.
- I can roll a ball towards a target.
- I can throw a ball to a partner.
- I can track a ball that is coming towards me.

Dance:

- I show some sense of dynamic and expressive qualities in my dance.
- I choose appropriate movements for different dance ideas.
- I can copy, remember and repeat actions.
- I can move confidently and safely.

Fitness:

- I use co-ordination to turn a skipping rope.
- I show co-ordination when trying hula hoop skills.
- I can change direction when running.
- I can run at different speeds.
- I can show hopping and jumping movements.

Gymnastics:

- I can link simple actions together to create a sequence.
- I can remember and repeat actions and shapes.
- I can use apparatus safely and wait for my turn.
- I can make my body tense, relaxed, stretched and curled.

- Kicking
- Throwing
- Catching

Dance:

- Travel.
- Action
- Shape
- Perform
- Copy

Fitness:

- Agility
- Balance
- Co-ordination
- Speed
- Stamina
- Skipping.

Gymnastics:

- Travelling
- Shapes
- Balances
- Jumps
- Progressions of a forward roll.
- Rolls: Barrel, straight.

Social

Fundamentals:

- I can work co-operatively with others to complete tasks.

Athletics:

- I can work with others and make safe choices.
- I try my best.

Ball skills:

- I can work co-operatively with a partner.
- I can say when someone was successful.

Sending and Receiving:

- I can work co-operatively with a partner.

Dance:

- I can say what I liked about someone else's performance.
- I can work with others to share ideas and select actions.

Fitness:

- I work with others to turn a rope.
- I try my hardest to keep working over long periods of time.

Gymnastics:

- I am confident to perform in front of others.
- I can say what I liked about someone else's performance.

Team Building:

- I can follow instructions.
- I can communicate simple instructions.

Fundamentals:

- Taking turns
- Supporting and encouraging others.
- Respect
- Communication.

Athletics:

- Working safely.
- Collaborating with others- Turn taking, supporting and encouraging others, sharing.

Ball skills:

- Co-operation.
- Supporting others.
- Sharing and Taking turns.

Sending and Receiving:

- Co-operation
- Communication
- Keeping others safe.

Dance:

- Co-operation
- Communication.
- Decision Making with a partner.
- Respect.

Fitness:

- Taking turns.
- Supporting and encouraging others.

Gymnastics:

- Sharing
- Working Safely.

<ul style="list-style-type: none"> • I can suggest ideas to solve tasks with. • I can listen to others' ideas. • I understand the rules of the game. • I can work with a partner and a small group. 	<p><u>Team Building:</u></p> <ul style="list-style-type: none"> • Communication • Sharing Ideas. • Inclusion • Encouraging and supporting others. 	
Emotional		
<p><u>Fundamentals:</u></p> <ul style="list-style-type: none"> • I can recognise changes in my body when I do exercise. <p><u>Athletics:</u></p> <ul style="list-style-type: none"> • I try my best. • I can recognise how my body feels during exercise. <p><u>Ball skills:</u></p> <ul style="list-style-type: none"> • I can recognise changes in my body when I do exercise. <p><u>Sending and Receiving:</u></p> <ul style="list-style-type: none"> • I can recognise changes in my body when I do exercise. <p><u>Fitness:</u></p> <ul style="list-style-type: none"> • I can recognise changes in my body when I do exercise. • I work with others to turn a rope. • I try my hardest to keep working over long periods of time. <p><u>Gymnastics:</u></p> <ul style="list-style-type: none"> • I am confident to perform in front of others. 	<p><u>Fundamentals:</u></p> <ul style="list-style-type: none"> • Challenging myself • Perseverance • Honesty <p><u>Athletics:</u></p> <ul style="list-style-type: none"> • Working independently. • Honesty • Playing to the rules. • Determination. <p><u>Ball skills:</u></p> <ul style="list-style-type: none"> • Honesty • Perseverance. • Challenging myself. <p><u>Sending and Receiving:</u></p> <ul style="list-style-type: none"> • Perseverance • Challenging myself. <p><u>Dance:</u></p> <ul style="list-style-type: none"> • Confidence • Acceptance <p><u>Fitness:</u></p> <ul style="list-style-type: none"> • Determination 	

<p><u>Team Building:</u></p> <ul style="list-style-type: none"> • I can follow instructions. • I can follow the rules of the game. 	<ul style="list-style-type: none"> • Perseverance • Challenging myself. <p><u>Gymnastics:</u></p> <ul style="list-style-type: none"> • Confidence. <p><u>Team Building:</u></p> <ul style="list-style-type: none"> • Confidence. • Trust • Honesty 	
Thinking		
<p><u>Fundamentals:</u></p> <ul style="list-style-type: none"> • I can select my own actions in response to a task. <p><u>Athletics:</u></p> <ul style="list-style-type: none"> • I can recognise how my body feels during exercise. <p><u>Ball skills:</u></p> <ul style="list-style-type: none"> • I am beginning to understand simple tactics. <p><u>Sending and Receiving:</u></p> <ul style="list-style-type: none"> • I can recognise changes in my body when I do exercise. <p><u>Dance:</u></p> <ul style="list-style-type: none"> • I am beginning to use counts. <p><u>Fitness:</u></p> <ul style="list-style-type: none"> • I try my hardest to keep working over long periods of time. 	<p><u>Fundamentals:</u></p> <ul style="list-style-type: none"> • Selecting and applying actions • Identifying strengths. <p><u>Athletics:</u></p> <ul style="list-style-type: none"> • Exploring ideas. <p><u>Ball skills:</u></p> <ul style="list-style-type: none"> • Using tactics. • Exploring Actions. <p><u>Sending and Receiving:</u></p> <ul style="list-style-type: none"> • Identifying how to improve. • Transferring skills. <p><u>Dance:</u></p> <ul style="list-style-type: none"> • Counting. • Observing and providing feedback. • Selecting and applying skills. 	

<p><u>Gymnastics:</u></p> <ul style="list-style-type: none"> • I can remember and repeat actions and shapes. • I can use apparatus safely and wait for my turn. <p><u>Team Building:</u></p> <ul style="list-style-type: none"> • I can follow a simple diagram/map. • I understand the rules of the game. 	<p><u>Fitness:</u></p> <ul style="list-style-type: none"> • Identifying strengths and areas for improvement. • Observing and providing feedback. <p><u>Gymnastics:</u></p> <ul style="list-style-type: none"> • Observing and providing feedback. • Selecting and applying skills. <p><u>Team Building:</u></p> <ul style="list-style-type: none"> • Decision making. • Using tactics. • Provide instructions. • Planning and problem solving. 	
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Children should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- ***Master basic movements including running, jumping, throwing, catching, as well as developing balance, agility, co-ordination, and begin to apply these in a range of activities.***
- ***Participate in team games, developing simple tactics for attacking and defending.***
- ***Perform dances using simple movement patterns.***

Year 2

Learning Objectives	Key Skills	Notes
Physical		
<p><u><i>Athletics:</i></u></p> <ul style="list-style-type: none"> • I can link running and jumping movements with some control and balance. • I show balance and co-ordination when running at different speeds and in different directions. • I can jump and land with control. • I can use an overarm throw to help me throw for distance. <p><u><i>Ball Skills:</i></u></p> <ul style="list-style-type: none"> • I can send and receive a ball using both kicking, throwing and catching skills. • I can roll and throw a ball to hit a target. • I can track a ball and collect it. • I can dribble a ball with my hands and feet with some control. <p><u><i>Striking and Fielding:</i></u></p> <ul style="list-style-type: none"> • I am developing underarm and overarm throwing skills. • I can roll a ball to hit a target. • I can strike a ball using my hand. • I can track a ball that is coming towards me. <p><u><i>Invasion:</i></u></p> <ul style="list-style-type: none"> • I can dribble a ball with my hands and feet with increasing control. • I can send and receive a ball with increasing consistency with hands and feet. 	<p><u><i>Athletics:</i></u></p> <ul style="list-style-type: none"> • Running at varying speeds. • Agility • Co-ordination • Combining running and jumping. • Throwing for distance. <p><u><i>Ball Skills:</i></u></p> <ul style="list-style-type: none"> • Rolling • Kicking • Throwing • Catching • Dribbling • Bouncing <p><u><i>Striking and Fielding:</i></u></p> <ul style="list-style-type: none"> • Throwing • Catching • Retrieving a ball • Tracking a ball • Striking a ball <p><u><i>Invasion:</i></u></p> <ul style="list-style-type: none"> • Throwing • Catching • Kicking • Dribbling with hands and feet. • Dodging 	

- I can move with a ball towards my goal.
- I can find space away from others when playing games.
- I can stay close to another player to try to stop them from getting the ball.

Net and Wall:

- I can hit a ball over the net and into the court area.
- I can throw accurately to a partner.
- I can defend space on my court using the ready position.

Dance:

- I can show a character and idea through the actions and dynamics I choose.
- I can copy, remember and repeat a series of actions.

Gymnastics:

- I can plan and repeat simple sequences of actions.
- I can perform the basic gymnastic actions with some control and balance.
- I use shapes when performing other skills.
- I can use directions and levels to make my work look interesting.

Fitness:

- I can link different hoop skills to create a routine.
- I can show hopping and jumping movements with some balance and control.
- I understand that running at a slower speed will allow me to run for a longer period of time.

Net and Wall:

- Throwing
- Catching
- Hitting a ball
- Tracking a ball.

Dance:

- Travel
- Action
- Shape
- Perform
- Copy
- Using dynamics
- Using expression
- Using speed
- Using pathways.

Gymnastics:

- Shapes
- Balances
- Shape jumps
- Take off and landing
- Travelling
- Barrel roll, straight roll and forwards roll.

Fitness:

- Agility
- Balance
- Co-ordination
- Speed
- Stamina
- Skipping

	<u>Team Building:</u> <ul style="list-style-type: none"> • Balancing • Travelling • Jumping 	
Social		
<u>Athletics:</u> <ul style="list-style-type: none"> • I can work with others, taking turns and sharing ideas. • I can identify good technique. <u>Ball Skills:</u> <ul style="list-style-type: none"> • I can work co-operatively with a partner and a small group. • I am beginning to provide feedback using key words. <u>Striking and Fielding:</u> <ul style="list-style-type: none"> • I understand the rules of the game and can use these to play fairly in a small group. <u>Invasion:</u> <ul style="list-style-type: none"> • I understand the rules and can use them to keep a game going. • I am beginning to provide feedback using key words. <u>Net and Wall:</u> <ul style="list-style-type: none"> • I show good sportsmanship when playing against an opponent. <u>Dance:</u> <ul style="list-style-type: none"> • I show confidence to perform. • I am beginning to provide feedback using key words. • I can work with a partner using mirroring and unison in our actions. 	<u>Athletics:</u> <ul style="list-style-type: none"> • Working safely. • Collaborating with others. <u>Ball Skills:</u> <ul style="list-style-type: none"> • Co-operation • Communication • Leadership • Supporting others. <u>Striking and Fielding:</u> <ul style="list-style-type: none"> • Communication • Supporting and encouraging others • Consideration of others. <u>Invasion:</u> <ul style="list-style-type: none"> • Co-operation • Communication • Supporting and encouraging others. • Respect • Kindness <u>Net and Wall:</u> <ul style="list-style-type: none"> • Respect • Communication <u>Dance:</u> <ul style="list-style-type: none"> • Respect • Consideration • Sharing ideas 	

<p><u>Gymnastics:</u></p> <ul style="list-style-type: none"> • I am beginning to provide feedback using key words. • I can work safely with others and apparatus. <p><u>Fitness:</u></p> <ul style="list-style-type: none"> • I persevere with new challenges. • I work with others to turn a rope and encourage others to jump at the right time. <p><u>Team Building:</u></p> <ul style="list-style-type: none"> • I can share my ideas and listen to others to help to solve tasks. • I can say when I was successful at solving challenges. • I can work co-operatively with a partner and a small group. • I can follow instructions carefully. 	<ul style="list-style-type: none"> • Decision making with others. <p><u>Gymnastics:</u></p> <ul style="list-style-type: none"> • Sharing equipment • Working safely. <p><u>Fitness:</u></p> <ul style="list-style-type: none"> • Taking turns. • Supporting and encouraging others. <p><u>Team Building:</u></p> <ul style="list-style-type: none"> • Communication • Listening inclusion • Leading 	
Emotional		
<p><u>Athletics:</u></p> <ul style="list-style-type: none"> • I can describe how my body feels during exercise. • I try my best. <p><u>Ball Skills:</u></p> <ul style="list-style-type: none"> • I can describe how my body feels during exercise. <p><u>Striking and Fielding:</u></p> <ul style="list-style-type: none"> • I understand the rules of the game and can use these to play fairly in a small group. <p><u>Invasion:</u></p> <ul style="list-style-type: none"> • I can describe how my body feels during exercise. <p><u>Net and Wall:</u></p> <ul style="list-style-type: none"> • I can hit a ball over the net and into the court area. 	<p><u>Athletics:</u></p> <ul style="list-style-type: none"> • Working independently. • Determination <p><u>Ball Skills:</u></p> <ul style="list-style-type: none"> • Honesty • Perseverance • Challenging myself. <p><u>Striking and Fielding:</u></p> <ul style="list-style-type: none"> • Perseverance • Honesty • Fair play. <p><u>Invasion:</u></p> <ul style="list-style-type: none"> • Honesty • Fair play 	

<p><u>Dance:</u></p> <ul style="list-style-type: none"> • I show confidence to perform. • I can describe how my body feels during exercise. <p><u>Gymnastics:</u></p> <ul style="list-style-type: none"> • I am proud of my work and am confident to perform in front of others. • I can describe how my body feels during exercise. <p><u>Fitness:</u></p> <ul style="list-style-type: none"> • I can describe how my body feels during exercise. • I persevere with new challenges. • I show determination to continue working over a long period of time. <p><u>Team Building:</u></p> <ul style="list-style-type: none"> • I show honesty and can play fairly. 	<ul style="list-style-type: none"> • Managing emotions. <p><u>Net and Wall:</u></p> <ul style="list-style-type: none"> • Honesty • Fair play • Determination <p><u>Dance:</u></p> <ul style="list-style-type: none"> • Confidence • Acceptance <p><u>Fitness:</u></p> <ul style="list-style-type: none"> • Determination. • Perseverance • Challenging myself. <p><u>Gymnastics:</u></p> <ul style="list-style-type: none"> • Confidence • Independence. <p><u>Team Building:</u></p> <ul style="list-style-type: none"> • Trust • Honesty • Fair play • Acceptance 	
Thinking		
<p><u>Athletics:</u></p> <ul style="list-style-type: none"> • I can identify good technique. • I can describe how my body feels during exercise. <p><u>Ball Skills:</u></p> <ul style="list-style-type: none"> • I am beginning to understand and use simple tactics. 	<p><u>Athletics:</u></p> <ul style="list-style-type: none"> • Exploring ideas. • Observing and providing feedback. <p><u>Ball Skills:</u></p> <ul style="list-style-type: none"> • Using tactics. • Exploring actions. 	

Striking and Fielding:

- I can use simple tactics.
- I can describe how my body feels during exercise.
- I am beginning to provide feedback using key words.
- I know how to score points and can remember the score.

Invasion:

- I understand the rules and can use them to keep a game going.
- I understand what to do when I am an attacker and a defender.
- I am beginning to provide feedback using key words.

Net and Wall:

- I can hit a ball over the net and into the court area.
- I can use tactics to make it difficult for an opponent.
- I know how to score points and can remember the score.
- I show good sportsmanship when playing against an opponent.

Dance:

- I can use counts to stay in time with music.

Gymnastics:

- I can describe how my body feels during exercise.

Fitness:

- I can describe how my body feels during exercise.
- I understand that running at a slower speed will allow me to run for a longer period of time.

Striking and Fielding:

- Using tactics
- Selecting and applying skills
- Decision making.

Invasion:

- Connecting information
- Decision making
- Recalling information.

Net and Wall:

- Decision making.
- Using simple tactics
- Recalling information
- Comprehension

Dance:

- Observing and providing feedback.
- Selecting and applying actions.
- Creating
- Counting.

Gymnastics:

- Observing and providing feedback.
- Selecting and applying skills.

Fitness:

- Identifying strengths and areas for improvement.
- Observing and providing feedback.

Team Building:

- Decision Making
- Planning
- Problem solving

Team Building:

- I understand how to use, follow and create a simple diagram/map.
- I can follow instructions carefully.

Children should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- ***Master basic movements including running, jumping, throwing, catching, as well as developing balance, agility, co-ordination, and begin to apply these in a range of activities.***
- ***Participate in team games, developing simple tactics for attacking and defending.***
- ***Perform dances using simple movement patterns.***

Year 3

Learning Objectives	Key Skills	Notes
Physical		
<p><u>Athletics:</u></p> <ul style="list-style-type: none"> • I can use key points to help me improve my sprinting technique. • I can take part in a relay activity, remembering when to run and what to do. • I am developing jumping for distance and height. • I can use different take off and landings when jumping. • I can throw a variety of objects, changing my action for accuracy and distance. <p><u>Cricket:</u></p> <ul style="list-style-type: none"> • I am able to bowl a ball towards a target. • I am beginning to strike a bowled ball after a bounce. • I can use overarm and underarm throwing, and catching skills. <p><u>Tennis:</u></p> <ul style="list-style-type: none"> • I can return a ball to a partner. • I understand the benefits of exercise. • I can use basic racket skills. <p><u>Rounders:</u></p> <ul style="list-style-type: none"> • I am able to bowl a ball towards a target. • I am beginning to strike a bowled ball. • I can use overarm and underarm throwing and catching skills. • I understand the benefits of exercise. • I understand the aim of the game. <p><u>Netball:</u></p> <ul style="list-style-type: none"> • I can pass, receive and shoot the ball with some control. 	<p><u>Athletics:</u></p> <ul style="list-style-type: none"> • Sprinting • Running over obstacles • Jumping for distance and height • Push and pull throw for distance. <p><u>Cricket:</u></p> <ul style="list-style-type: none"> • Underarm and Overarm throw • Catching • Over and underarm bowling • Batting <p><u>Tennis:</u></p> <ul style="list-style-type: none"> • Forehand • Backhand • Throwing • Catching • Ready position. <p><u>Rounders:</u></p> <ul style="list-style-type: none"> • Underarm and overarm throwing • Catching • Tracking a ball • Fielding a ball • Batting. <p><u>Netball:</u></p> <ul style="list-style-type: none"> • Passing • Catching • Footwork • Intercepting • Shooting 	

- I can move with a ball towards goal with increasing control.
- I can defend an opponent and try to win the ball.

Tag Rugby:

- I can pass and receive the ball and some control.
- I can move with a ball towards goal with increasing control.
- I can defend an opponent and attempt to tag them.
- I understand the benefits of exercise.
- I understand my role as an attacker and a defender.

Dance:

- I can use dynamic and expressive qualities in relation to an idea.
- I create short dance phrases that communicate the idea.
- I can repeat, remember and perform a dance phrase.

Gymnastics:

- I can choose actions that flow well into one another.
- I can adapt sequences to suit different types of apparatus.
- I use a greater number of my own ideas for movements in response to a task.
- I can choose and plan sequences of contrasting actions.
- I can complete actions with increasing balance and control.
- I can move in unison with a partner.

Fitness:

- I can collect and record personal fitness data and I can recognise my strengths.
- I can complete exercises with control.
- I can use key points to help me improve my sprinting technique.
- I show balance when changing.

Tag Rugby:

- Passing
- Catching
- Dodging
- Tagging
- Scoring

Dance:

- Copying and performing actions.
- Using canon
- Unison
- Formation
- Dynamics
- Pathways
- Direction

Gymnastics:

- Individual point and patch balances.
- Rolls: Straight, Barrel and Forwards.
- Jumps: Straight, Tuck, Star.
- Rhythmic gymnastics.

Fitness:

- Agility
- Balance
- Co-ordination
- Speed
- Stamina
- Strength
- Power.

Yoga:

- Breathing
- Balance
- Flexibility
- Strength
- Co-ordination

<p><u>Yoga:</u></p> <ul style="list-style-type: none"> • I can work with others to create a flow including a number of poses. • I can copy and link yoga poses together to create a short flow. • I can show some stability when holding my yoga poses. • I can move from one pose to another in time with my breath. <p><u>Swimming- Easier:</u></p> <ul style="list-style-type: none"> • I can float on my front and back. • I can move and submerge confidently in the water. • I can swim over a distance of 10m with a buoyancy aid. • I know I can demonstrate what to do if I fall into the water. <p><u>Swimming- Harder:</u></p> <ul style="list-style-type: none"> • I can begin to use arms and legs together to move effectively across the water. • I can demonstrate what to do if I fall into the water. • I can float on my front and back. • I can glide on both front and back. • I can roll from my front to my back and then regain a standing position. • I can swim over a distance of 10m unaided. 	<p><u>Swimming:</u></p> <ul style="list-style-type: none"> • Float • Travel • Submerge • Kick with legs • Pull with arms • Glide. 	
Social		
<p><u>Athletics:</u></p> <ul style="list-style-type: none"> • I can work with a partner and in a small group, sharing ideas. <p><u>Cricket:</u></p> <ul style="list-style-type: none"> • I can provide feedback using key words. • I work cooperatively with my group to self-manage games. <p><u>Tennis:</u></p> <ul style="list-style-type: none"> • I work cooperatively with my group to self-manage games. 	<p><u>Athletics:</u></p> <ul style="list-style-type: none"> • Working collaboratively • Working safely. <p><u>Cricket:</u></p> <ul style="list-style-type: none"> • Communication • Collaboration • Respect <p><u>Tennis:</u></p> <ul style="list-style-type: none"> • Respect • Collaboration • Supporting others. 	

Rounders:

- I can provide feedback using key words.
- I work cooperatively with my group to self-manage games.
- I understand the aim of the game.

Netball:

- I can communicate with my team and move into space to support them.
- I work cooperatively with my group to self-manage games.
- I can provide feedback using key words.
- I understand my role as an attacker and as a defender.

Tag Rugby:

- I can communicate with my team and move into space to help them.
- I work co-operatively with my group to self-manage games.
- I can provide feedback using key words.

Dance:

- I am respectful of others when watching them perform.
- I can provide feedback using key words.
- I can work with a partner and in a small group, sharing ideas.

Fitness:

- I can work safely with others.

Gymnastics:

- I can move in unison with a partner.

Yoga:

- I can work with others to create a flow including a number of poses.
- I can provide feedback using key words.
- I can describe how yoga makes me feel.

Rounders:

- Communication
- Collaboration
- Respect
- Supporting and encouraging others.

Netball:

- Working safely
- Communication
- Collaboration

Tag Rugby:

- Communication
- Collaboration
- Inclusion

Dance:

- Sharing ideas
- Respect
- Inclusion of others
- Leadership
- Working safely

Gymnastics:

- Communication
- Collaboration
- Respect.

Fitness:

- Supporting others.
- Working safely.

Yoga:

- Working safely
- Sharing ideas
- Leadership.

<p><u>Swimming:</u> <u>Easier:</u></p> <ul style="list-style-type: none"> • I can explain a pool rule that helps me to stay safe. <p><u>Swimming- Harder:</u></p> <ul style="list-style-type: none"> • I can demonstrate what to do if I fall into the water. • I know several pool rules and can explain how they help me stay safe. 	<p><u>Swimming:</u></p> <ul style="list-style-type: none"> • Co-operative • Supporting others. 	
Emotional		
<p><u>Athletics:</u></p> <ul style="list-style-type: none"> • I can identify when I was successful. • I understand why it is important to warm up. <p><u>Cricket:</u></p> <ul style="list-style-type: none"> • I am learning the rules of the game and I am beginning to use them honestly. • I understand the benefits of exercise. • I can persevere when learning a new skill. • I understand the aim of the game and this shows in my performance. <p><u>Tennis:</u></p> <ul style="list-style-type: none"> • I am learning the rules of the game and I am beginning to use them to play honestly. • I understand the aim of the game. • I understand the benefits of exercise. <p><u>Rounders:</u></p> <ul style="list-style-type: none"> • I am learning the rules of the game and I am beginning to use them. • I understand the benefits of exercise. • I understand the aim of the game. <p><u>Netball:</u></p> <ul style="list-style-type: none"> • I understand the benefits of exercise. • I am learning the rules of the game and I am beginning to use them honestly and fairly. <p><u>Tag Rugby:</u></p> <ul style="list-style-type: none"> • I understand the benefits of exercise. 	<p><u>Athletics:</u></p> <ul style="list-style-type: none"> • Perseverance • Determination <p><u>Cricket:</u></p> <ul style="list-style-type: none"> • Perseverance • Honesty <p><u>Tennis:</u></p> <ul style="list-style-type: none"> • Honesty • Perseverance <p><u>Rounders:</u></p> <ul style="list-style-type: none"> • Honesty • Fair Play • Confident to take risks • Managing emotions. <p><u>Netball:</u></p> <ul style="list-style-type: none"> • Honesty • Perseverance <p><u>Tag Rugby:</u></p> <ul style="list-style-type: none"> • Honesty • Perseverance • Confidence. <p><u>Dance:</u></p> <ul style="list-style-type: none"> • Confidence • Acceptance 	

<ul style="list-style-type: none"> • I am learning the rules of the game and I am beginning to use them to play honestly. <p><u>Dance:</u></p> <ul style="list-style-type: none"> • I understand the benefits of exercise. <p><u>Gymnastics:</u></p> <ul style="list-style-type: none"> • I can choose and plan sequences of contrasting actions. • I understand the benefits of exercise. <p><u>Fitness:</u></p> <ul style="list-style-type: none"> • I can collect and record personal fitness data and I can recognise my strengths. • I can persevere when I find a challenge is hard. • I understand the benefits of exercise. <p><u>Yoga:</u></p> <ul style="list-style-type: none"> • I can describe how yoga makes me feel. • I can move from one pose to another in time with my breath. <p><u>Swimming:</u></p> <p><u>Easier:</u></p> <ul style="list-style-type: none"> • I can move and submerge confidently in the water. <p><u>Swimming- Harder:</u></p> <ul style="list-style-type: none"> • I can demonstrate what to do if I fall into the water. • I know several pool rules and can explain how they help me stay safe. 	<p><u>Gymnastics:</u></p> <ul style="list-style-type: none"> • Confidence <p><u>Fitness:</u></p> <ul style="list-style-type: none"> • Perseverance • Determination. <p><u>Yoga:</u></p> <ul style="list-style-type: none"> • Calmness • Focus • Confidence. <p><u>Swimming:</u></p> <ul style="list-style-type: none"> • Confidence • Determination • Challenging myself 	
Thinking		
<p><u>Athletics:</u></p> <ul style="list-style-type: none"> • I can use key points to help me improve my sprinting technique. • I understand why it is important to warm up. <p><u>Cricket:</u></p> <ul style="list-style-type: none"> • I am learning the rules of the game and I am beginning to use them honestly. 	<p><u>Athletics:</u></p> <ul style="list-style-type: none"> • Observing and providing feedback <p><u>Cricket:</u></p> <ul style="list-style-type: none"> • Observing and providing feedback. • Applying strategies. 	

- I am developing an understanding of tactics and I am beginning to use them in game situations.
- I understand the benefits of exercise.
- I can provide feedback using key words.
- I work cooperatively with my group to self-manage games.
- I understand the aim of the game and this shows in my performance.

Tennis:

- I understand the aim of the game.
- I can provide feedback using key words.
- I understand the benefits of exercise.

Rounders:

- I am learning the rules of the game and I am beginning to use them.
- I am developing an understanding of tactics and I am beginning to use them in game situations.
- I understand the aim of the game.

Netball:

- I can communicate with my team and move into space to support them.
- I can provide feedback using key words.
- I understand my role as an attacker and as a defender.
- I am learning the rules of the game and I am beginning to use them honestly and fairly.
- I am beginning to use simple tactics.

Tag Rugby:

- I understand the benefits of exercise.
- I can provide feedback using key words.
- I understand my role as an attacker and a defender.
- I am learning the rules of the game and I am beginning to use them to play honestly.

Dance:

- I understand the benefits of exercise.

Tennis:

- Decision making
- Using tactics
- Understanding rules

Rounders:

- Observing and providing feedback.
- Decision making
- Using Tactics

Netball:

- Planning strategies and using tactics.
- Observing and providing feedback.

Tag Rugby:

- Planning strategies and using tactics.
- Observing and providing feedback.

Dance:

- Observing and providing feedback.
- Selecting and applying actions
- Creating.

Gymnastics:

- Observing and providing feedback.
- Selecting and applying skills
- Evaluating and improving

Fitness:

- Identifying areas of strength and areas for development.

Yoga:

- Selecting actions
- Creating poses and flow.
- Providing feedback.

Swimming:

- Using tactics.
- Creating actions.

<ul style="list-style-type: none"> • I can provide feedback using key words. • I can use counts to keep in time with a partner and group. <p><u>Gymnastics:</u></p> <ul style="list-style-type: none"> • I can provide feedback using key words. • I use a greater number of my own ideas for movements in response to a task. • I can choose and plan sequences of contrasting actions. • I understand the benefits of exercise. • With help, I can recognise how performances could be improved. • I can move in unison with a partner. <p><u>Fitness:</u></p> <ul style="list-style-type: none"> • I can collect and record personal fitness data and I can recognise my strengths. • I can provide feedback using key words. • I can use key points to help me improve my sprinting technique. • I understand the benefits of exercise. <p><u>Yoga:</u></p> <ul style="list-style-type: none"> • I can provide feedback using key words. <p><u>Swimming:</u></p> <p><u>Easier:</u></p> <ul style="list-style-type: none"> • I can explain a pool rule that helps me to stay safe. 		
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Children should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- **Use running, jumping, throwing and catching in isolation and in combination.**
- **Play competitive games, modified where appropriate (for example, badminton, basketball, cricket, football, hockey, netball, rounder's and tennis), and apply basic principles suitable for attacking and defending.**
- **Develop flexibility, strength, technique, control and balance (for example, through athletics and gymnastics).**
- **Perform dances using a range of movement patterns.**
- **Take part in outdoor and adventurous activity challenges both individually and within a team.**
- **Compare their performances with previous ones and demonstrate improvement to achieve their personal best.**

Year 4

Learning Objectives	Key Skills	Notes
Physical		
<p><u><i>Athletics:</i></u></p> <ul style="list-style-type: none"> • I can demonstrate the difference in sprinting and jogging techniques. • I can jump for distance and height with balance and control. • I can throw with some accuracy and power towards a target area. <p><u><i>Fitness:</i></u></p> <ul style="list-style-type: none"> • I can collect and record personal fitness data and identify areas I need to improve. • I can use key points to help me to improve my sprinting technique. • I show balance when changing direction at speed. • I show control when completing activities to improve balance. • I understand there are different areas of fitness and that each area challenges my body differently. <p><u><i>Dance:</i></u></p> <ul style="list-style-type: none"> • I can use changes in timing and spacing to develop a dance. • I can choose actions and dynamics to convey a character or idea. • I can respond imaginatively to a range of stimuli relating to character and narrative. • I can copy and remember set choreography. 	<p><u><i>Athletics:</i></u></p> <ul style="list-style-type: none"> • Pacing • Sprinting • Jumping for Distance and Height. • Throw • Heave • Launch for distance. <p><u><i>Fitness:</i></u></p> <ul style="list-style-type: none"> • Agility • Balance • Co-ordination • Speed • Stamina • Strength • Power. <p><u><i>Dance:</i></u></p> <ul style="list-style-type: none"> • Performing actions. • Using canon • Unison • Formation • Dynamics • Character • Structure • Space. 	

- I can use simple movement patterns to structure dance phrases on my own, with a partner and in a group.
- I can use counts to keep in time with others and the music.

Gymnastics:

- I understand how body tension can improve the control and quality of my movements.
- I can identify some muscle groups used in gymnastic activities.
- I can safely perform balances individually and with a partner.

Netball:

- I can pass, receive and shoot the ball with increasing control.
- I can move to space to help my team to keep possession and score goals.
- I can defend one on one and know when to win the ball.

Football:

- I can dribble, pass, receive and shoot the ball with increasing control.
- I can move to space to help my team to keep possession and score.
- I can delay an opponent and help to prevent the other team from scoring.

Hockey:

- I can dribble, pass, receive and shoot the ball with increasing control.
- I can move into space to help my team to keep possession and score goals.

Gymnastics:

- Individual and partner balances
- Jumps using rotation
- Rolls: Straight, Barrel, Forward, Straddle.
- Bridge
- Shoulder stand.

Netball:

- Passing
- Catching
- Footwork
- Intercepting
- Shooting.

Football:

- Dribbling
- Passing
- Ball control
- Tracking
- Jockeying
- Turning.

Hockey:

- Dribbling
- Passing
- Receiving
- Intercepting
- Tackling.

Rounders:

- Underarm and overarm throwing
- Catching
- Tracking a ball
- Fielding a ball
- Batting.

- I can delay an opponent and help to prevent the other team from scoring.

Rounders:

- I am able to bowl a ball with some accuracy, and consistency.
- I can strike a bowled ball with adapted equipment (e.g. a tennis racket).
- I can use overarm and underarm throwing and catching skills with increasing accuracy.

Tag Rugby:

- I can pass and receive the ball with increasing control.
- I can help my team keep possession and score tries when I play in attack.
- I can delay an opponent and help prevent the other team from scoring.
- I share ideas and work with others to manage our game.

Dodgeball:

- I can catch with increasing consistency.
- I can throw with some accuracy at a target.
- I can return to the ready position to defend myself.

Swimming:

- I can swim competently, confidently and proficiently over a distance of at least 25 metres.
- I can perform safe self-rescue in different water-based situations.
- I can use a range of strokes effectively (for example front crawl, backstroke and breaststroke).

Tag Rugby:

- Passing
- Catching
- Dodging
- Tagging
- Scoring.

Dodgeball:

- Throwing
- Catching
- Dodging
- Blocking.

Swimming:

- Submersion
- Floating
- Gliding
- Front crawl
- Backstroke
- Breaststroke
- Rotation
- Sculling
- Treading water
- Handstands
- Surface dives
- H.E.L.P and huddle position.

Social

Athletics:

- I support and encourage others to work to their best.
- I can explain what happens in my body when I warm up.

Fitness:

- I share ideas and work with others to manage activities.

Dance:

- I can show respect the others when working as a group and watching others perform.
- I can provide feedback using appropriate language relating to the lesson.
- I can use simple movement patterns to structure dance phrases on my own, with a partner and in a group.

Gymnastics:

- I can watch, describe and suggest possible improvements to others' performances and my own.
- I can safely perform balances individually and with a partner.

Netball:

- I can share ideas and work with others to manage our game.

Football:

- I can move to space to help my team to keep possession and score.
- I can delay an opponent and help to prevent the other team from scoring.

Athletics:

- Working collaboratively
- Working safely.

Fitness:

- Supporting others
- Working safely.

Dance:

- Collaboration
- Consideration
- Inclusion
- Respect.

Gymnastics:

- Collaboration
- Communication
- Respect
- Responsibility.

Netball:

- Working safely
- Communication
- Collaboration

Football:

- Communication
- Collaboration
- Co-operation

Hockey:

- Communication
- Collaboration
- Inclusion.

- I share ideas and work with others to manage our games.
- I can use simple tactics to help my team score or gain possession.

Hockey:

- I can move into space to help my team to keep possession and score goals.
- I share ideas and work with others to manage our game.

Rounders:

- I am learning the rules of the game and I am beginning to use them to play honestly and fairly.
- I can communicate with my teammates to apply simple tactics.
- I share ideas and work with others to manage our game.

Tag Rugby:

- I can help my team keep possession and score tries when I play in attack.

Dodgeball:

- I can communicate with my teammates to apply simple tactics.
- I am learning the rules of the game and I am beginning to use them to play honestly and fairly.
- I can provide feedback using key terminology and understand what I need to do to improve.
- I share ideas and work with others to manage our game.

Rounders:

- Communication
- Collaboration
- Respect
- Supporting and encouraging others.

Tag Rugby:

- Communication
- Collaboration

Dodgeball:

- Respect
- Collaboration.

Swimming:

- Communication
- Supporting and encouraging others
- Keeping myself and others safe.

Emotional

Athletics:

- I can identify when I was successful and what I need to do to improve.
- I show determination to improve my personal best.

Fitness:

- I can explain what happens to my body when I exercise and how this helps to make me healthy.
- I show determination to continue working at over a period of time.
- I understand there are different areas of fitness and that each area challenges my body differently.

Dance:

- I can respond imaginatively to a range of stimuli relating to character and narrative.
- I can explain what happens to my body when I exercise and how this helps to make me healthy.

Gymnastics:

- I can explain what happens to my body when I exercise and how this helps to make me healthy.

Netball:

- I can explain what happens to my body when I exercise and how this helps to make me healthy.
- I am learning the rules of the game and I am beginning to use them to play honestly and fairly.

Football:

- I am learning the rules of the game and I am beginning to use them to play honestly and fairly.
- I can explain what happens to my body when I exercise and how this helps to make me healthy.

Athletics:

- Perseverance
- Determination.

Fitness:

- Perseverance
- Determination.

Dance:

- Empathy
- Confidence.

Gymnastics:

- Confidence

Netball:

- Honesty
- Perseverance

Football:

- Honesty
- Perseverance

Hockey:

- Honesty
- Perseverance
- Empathy

Rounders:

- Honesty and fair play.
- Confident to take risks.
- Managing emotions.

<p><u>Hockey:</u></p> <ul style="list-style-type: none"> • I can explain what happens to my body when I exercise and how this helps to make me healthy. • I am learning the rules of the game and I am beginning to use them to play honestly and fairly. <p><u>Rounders:</u></p> <ul style="list-style-type: none"> • I am learning the rules of the game and I am beginning to use them to play honestly and fairly. • I can explain what happens to my body when I exercise and how this helps to make me healthy. <p><u>Tag Rugby:</u></p> <ul style="list-style-type: none"> • I can explain what happens to my body when I exercise and how this helps to make me healthy. • I am learning the rules of the game and I am beginning to use them to play honestly and fairly. <p><u>Dodgeball:</u></p> <ul style="list-style-type: none"> • I am learning the rules of the game and I am beginning to use them to play honestly and fairly. • I can explain what happens to my body when I exercise and how this helps to make me healthy. <p><u>Swimming:</u></p> <ul style="list-style-type: none"> • I can swim competently, confidently and proficiently over a distance of at least 25 metres. 	<p><u>Tag Rugby:</u></p> <ul style="list-style-type: none"> • Honesty • Perseverance • Confidence. <p><u>Dodgeball:</u></p> <ul style="list-style-type: none"> • Honesty • Perseverance. <p><u>Swimming:</u></p> <ul style="list-style-type: none"> • Confidence 	
Thinking		
<p><u>Athletics:</u></p> <ul style="list-style-type: none"> • I can identify when I was successful and what I need to do to improve. • I can explain what happens in my body when I warm up. 	<p><u>Athletics:</u></p> <ul style="list-style-type: none"> • Observing and providing feedback • Exploring ideas. <p><u>Fitness:</u></p> <ul style="list-style-type: none"> • Identifying areas of strength and areas of development. 	

Fitness:

- I can collect and record personal fitness data and identify areas I need to improve.
- I can explain what happens to my body when I exercise and how this helps to make me healthy.
- I can use key points to help me to improve my sprinting technique.
- I understand there are different areas of fitness and that each area challenges my body differently.

Dance:

- I can respond imaginatively to a range of stimuli relating to character and narrative.
- I can explain what happens to my body when I exercise and how this helps to make me healthy.
- I can provide feedback using appropriate language relating to the lesson.
- I can use counts to keep in time with others and the music.

Gymnastics:

- I can explain what happens to my body when I exercise and how this helps to make me healthy.
- I can identify some muscle groups used in gymnastic activities.
- I can watch, describe and suggest possible improvements to others' performances and my own.
- I can provide feedback using appropriate language relating to the lesson.

Netball:

- I can explain what happens to my body when I exercise and how this helps to make me healthy.
- I can provide feedback using key terminology and understand what I need to do to improve.

Dance:

- Observing and providing feedback.
- Selecting and applying actions.

Gymnastics:

- Observing and providing feedback.
- Selecting and applying skills.
- Evaluating and improving.

Netball:

- Planning strategies and using tactics.
- Observing and providing feedback.

Football:

- Selecting and applying tactics.
- Decision making.

Hockey:

- Planning strategies and using tactics.
- Observing and providing feedback.
- Decision making.

Rounders:

- Observing and providing feedback.
- Decision making
- Using tactics.

Tag Rugby:

- Planning strategies and using tactics.
- Observing and providing feedback.

Dodgeball:

- Decision making.

- I am learning the rules of the game and I am beginning to use them to play honestly and fairly.
- I can use simple tactics to help my team score or gain possession.

Football:

- I can provide feedback using key terminology and understand what I need to do to improve.
- I can delay an opponent and help to prevent the other team from scoring.
- I can use simple tactics to help my team score or gain possession.
- I can explain what happens to my body when I exercise and how this helps to make me healthy.

Hockey:

- I can explain what happens to my body when I exercise and how this helps to make me healthy.
- I can provide feedback using key terminology and understand what I need to do to improve.
- I am learning the rules of the game and I am beginning to use them to play honestly and fairly.
- I can use simple tactics to help my team score or gain possession.

Rounders:

- I am learning the rules of the game and I am beginning to use them to play honestly and fairly.
- I can communicate with my teammates to apply simple tactics.
- I can explain what happens to my body when I exercise and how this helps to make me healthy.
- I can provide feedback using key terminology and understand what I need to do to improve.
- I share ideas and work with others to manage our game.

Swimming:

- Comprehension
- Planning tactics.

<p><u>Tag Rugby:</u></p> <ul style="list-style-type: none"> • I can use simple tactics to help my team score or gain possession. • I can provide feedback using key terminology and understand what I need to do to improve. <p><u>Dodgeball:</u></p> <ul style="list-style-type: none"> • I can communicate with my teammates to apply simple tactics. • I can explain what happens to my body when I exercise and how this helps to make me healthy. • I can provide feedback using key terminology and understand what I need to do to improve. 		
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Children should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- ***Use running, jumping, throwing and catching in isolation and in combination.***
- ***Play competitive games, modified where appropriate (for example, badminton, basketball, cricket, football, hockey, netball, rounder's and tennis), and apply basic principles suitable for attacking and defending.***
- ***Develop flexibility, strength, technique, control and balance (for example, through athletics and gymnastics).***
- ***Perform dances using a range of movement patterns.***
- ***Take part in outdoor and adventurous activity challenges both individually and within a team.***
- ***Compare their performances with previous ones and demonstrate improvement to achieve their personal best.***

Year 5

Learning Objectives	Key Skills	Notes
Physical		
<p><u><i>Athletics:</i></u></p> <ul style="list-style-type: none"> • I can choose the best pace for a running event. • I can use feedback to improve my sprinting technique. • I can perform a range of jumps showing some technique. • I can show control at take-off and landing in jumping activities. • I show accuracy and power when throwing distance. • I understand how stamina and power help people to perform well in different athletic activities. <p><u><i>Fitness:</i></u></p> <ul style="list-style-type: none"> • I understand the different components of fitness and how to test them. • I can choose the best pace for a running event and maintain speed. • I can identify how different activities can benefit my physical health. <p><u><i>Gymnastics:</i></u></p> <ul style="list-style-type: none"> • I can use strength and flexibility to improve the quality of a performance. • I can create and perform sequences using apparatus, individually and with a partner. • I can use canon, synchronisation, matching, and mirroring when I am performing with a partner and a group and say how it affects the performance. 	<p><u><i>Athletics:</i></u></p> <ul style="list-style-type: none"> • Pacing • Sprinting • Relay changeovers • Jumping for distance and height • Throw • Heave • Launch for distance. <p><u><i>Fitness:</i></u></p> <ul style="list-style-type: none"> • Agility • Balance • Co-ordination • Speed • Stamina • Strength • Power <p><u><i>Gymnastics:</i></u></p> <ul style="list-style-type: none"> • Symmetrical and asymmetrical balances. • Rolls: Straight, Forward, Backward, Straddle. • Cartwheel • Bridge • Shoulder Stand • Handstand <p><u><i>Dance:</i></u></p> <ul style="list-style-type: none"> • Performing actions. • Using canon • Unison 	

- I can work safely when learning a new skill to keep myself and others safe.

Dance:

- I can refine the way I use actions, dynamics, relationships and space in my dance in response to a stimulus.
- I can choreograph phrases individually and with others considering actions and dynamics.
- I can accurately copy and repeat set choreography.
- I can confidently perform different styles of dance, clearly and fluently, showing a good sense of timing.
- I can use counts when choreographing to stay in time with others and the music.

Netball:

- I can pass, receive and shoot the ball with some control under pressure.
- I understand there are different skills for different situations and I am beginning to apply this.
- I can often make the correct decision of who to pass to and when.
- I can stay with an opponent and I am confident to attempt to intercept.
- I know what position I am playing in and how to contribute when attacking and defending.
- I understand the rules of the game and I can apply them honestly and fairly most of the time.

Football:

- I can dribble, pass, receive and shoot the ball with some control under pressure.
- I understand there are different skills for different situations and I am beginning to apply this.

- Formation
- Dynamics
- Character
- Structure
- Space
- Emotion
- Matching
- Mirroring
- Transitions.

Netball:

- Passing
- Catching
- Footwork
- Intercepting
- Shooting

Football:

- Dribbling
- Passing
- Ball control
- Tracking
- Jockeying
- Turning
- Goalkeeping.

Tag Rugby:

- Throwing
- Catching
- Running
- Dodging
- Tagging
- Scoring

- I can use tracking and intercepting when playing in defence.
- I know what position I am playing and how to contribute when attacking and defending.

Tag Rugby:

- I can pass and receive the ball with some control under pressure.
- I understand there are different skills for different situations and I am beginning to apply this.
- I can communicate with my team and move into space to keep possession and space.
- I can tag opponents and close down space.
- I know what position I am playing in and how to contribute when attacking and defending.

Volleyball:

- I am developing a wider range of skills and I am beginning to use them under some pressure.
- I understand there are different skills for different situations and I am beginning to use these.
- I can use the rules to referee a game.

Tennis:

- I am developing a wider range of skills and I am beginning to use these under some pressure.
- I understand the rules of the game and I can apply them honestly most of the time.
- I understand there are different skills for different situations and I am beginning to apply this.

Cricket:

- I am developing a wider range of fielding skills and I am beginning to use these under some pressure.
- I can strike a bowled ball with increasing consistency.

Volleyball:

- Volley
- Dig
- Set
- Serve

Tennis:

- Forehand groundstroke
- Backhand groundstroke
- Forehand volley
- Backhand volley
- Underarm serve

Cricket:

- Underarm and Overarm throwing.
- Catching
- Over and underarm bowling.
- Batting
- Long and short barrier.

Yoga:

- Balance
- Flexibility
- Strength
- Co-ordination

Swimming:

- Rotation
- Sculling
- Treading water
- Gliding
- Front crawl
- Backstroke
- Breaststroke
- Surface dives

<ul style="list-style-type: none"> • I understand there are different skills for different situations and I am beginning to use this. <p><u>Yoga:</u></p> <ul style="list-style-type: none"> • I can link poses together to create a yoga flow. • I demonstrate yoga poses which show clear shapes. • I show increasing control and balance when moving from one pose to another. • I can transition from one pose to pose in time with my breath. <p><u>Swimming:</u></p> <ul style="list-style-type: none"> • I can swim competently, confidently and proficiently over a distance of at least 25 metres. • I can perform safe self-rescue in different water-based situations. • I can use a range of strokes effectively (for example front crawl, backstroke and breaststroke). 	<ul style="list-style-type: none"> • Floating • H.E.L.P and huddle positions. 	
Social		
<p><u>Athletics:</u></p> <ul style="list-style-type: none"> • I can take on the role of coach, official and timer when working in a group. <p><u>Fitness:</u></p> <ul style="list-style-type: none"> • I can encourage and motivate others to work to their personal best. • I can work with others to manage games. <p><u>Gymnastics:</u></p> <ul style="list-style-type: none"> • I can create and perform sequences using apparatus, individually and with a partner. 	<p><u>Athletics:</u></p> <ul style="list-style-type: none"> • Collaborating with others. • Supporting others. <p><u>Fitness:</u></p> <ul style="list-style-type: none"> • Supporting and encouraging others. • Working collaboratively. <p><u>Gymnastics:</u></p> <ul style="list-style-type: none"> • Collaboration • Communication • Respect • Responsibility 	

- I can use canon, synchronisation, matching, and mirroring when I am performing with a partner and a group and say how it affects the performance.
- I can work safely when learning a new skill to keep myself and others safe.
- I can lead a partner through short warm-up routines.

Dance:

- I can suggest ways to improve my own and other people's work using key terminology.
- I can lead a group through short warm-up routines.

Netball:

- I can communicate with my team and move into space to keep possession and score.
- I can often make the correct decision of who to pass to and when.

Football:

- I can communicate with my team and move into space to keep possession and score.
- I can often make the correct decision of who to pass to and when.
- I know what position I am playing and how to contribute when attacking and defending.

Tag Rugby:

- I can communicate with my team and move into space to keep possession and space.
- I can often make the correct decision of who to pass to and when.
- I know what position I am playing in and how to contribute when attacking and defending.

Dance:

- Collaboration
- Consideration and awareness of others.
- Inclusion
- Respect.

Netball:

- Communication
- Collaboration.

Football:

- Communication
- Collaboration
- Co-operation
- Respect.

Tag Rugby:

- Communication
- Collaboration.

Volleyball:

- Respect
- Communication
- Supporting and encouraging others.

Tennis:

- Respect
- Communication.
- Collaboration

Cricket:

- Communication
- Collaboration
- Respect.

<p><u>Volleyball:</u></p> <ul style="list-style-type: none"> • I can work co-operatively with others to manage our game. • I can use the rules to referee a game. <p><u>Tennis:</u></p> <ul style="list-style-type: none"> • I can work co-operatively with others to manage our game. • I can play co-operatively with a partner. <p><u>Cricket:</u></p> <ul style="list-style-type: none"> • I can work co-operatively with others to manage our game. • I can work collaboratively with others to score runs. <p><u>Yoga:</u></p> <ul style="list-style-type: none"> • I can work collaboratively and effectively with others. <p><u>Swimming:</u></p> <ul style="list-style-type: none"> • I can swim competently, confidently and proficiently over a distance of at least 25 metres. • I can perform safe self-rescue in different water-based situations. 	<p><u>Yoga:</u></p> <ul style="list-style-type: none"> • Working safely • Sharing ideas • Leadership. <p><u>Swimming:</u></p> <ul style="list-style-type: none"> • Communication • Supporting and encouraging others. 	
Emotional		
<p><u>Athletics:</u></p> <ul style="list-style-type: none"> • I can use feedback to improve my sprinting technique. • I can identify good athletic performance and explains why it is good. • I can take on the role of coach, official and timer when working in a group. 	<p><u>Athletics:</u></p> <ul style="list-style-type: none"> • Perseverance • Determination <p><u>Fitness:</u></p> <ul style="list-style-type: none"> • Perseverance • Determination 	

Fitness:

- I can identify how different activities can benefit my physical health.
- I can understand what maximum effort looks and feels like and I am determined to achieve.

Gymnastics:

- I can work safely when learning a new skill to keep myself and others safe.
- I can lead a partner through short warm-up routines.

Dance:

- I can identify how different activities can benefit my physical health.

Netball:

- I can stay with an opponent and I am confident to attempt to intercept.
- I can identify how different activities can benefit my physical health.
- I understand the rules of the game and I can apply them honestly and fairly most of the time.

Football:

- I can identify how different activities can benefit my physical health.
- I understand the rules of the game and I can apply them honestly and fairly most of the time.

Tag Rugby:

- I can identify how different activities can benefit my physical health.
- I understand the rules of the game and I can apply them honestly most of the time.

Gymnastics:

- Confidence.

Dance:

- Empathy
- Confidence.

Netball:

- Honesty
- Perseverance

Football:

- Honesty
- Perseverance

Tag Rugby:

- Honesty
- Perseverance
- Confidence.

Volleyball:

- Honesty
- Confidence
- Perseverance.

Tennis:

- Honesty and fair play.
- Determination.

Cricket:

- Honesty.

Yoga:

- Confidence.

<p><u>Volleyball:</u></p> <ul style="list-style-type: none"> • I am developing a wider range of skills and I am beginning to use them under some pressure. • I understand the rules of the game and I can apply them honestly most of the time. • I can identify how different activities can benefit my physical health. <p><u>Tennis:</u></p> <ul style="list-style-type: none"> • I understand the rules of the game and I can apply them honestly most of the time. • I understand the need for tactics and can identify when to use them in different situations. • I can identify how different activities and benefit my physical health. <p><u>Cricket:</u></p> <ul style="list-style-type: none"> • I understand the rules of the game and I can apply them honestly most of the time. • I can identify how different activities can benefit my physical health. <p><u>Yoga:</u></p> <ul style="list-style-type: none"> • I can describe how yoga makes me feel and can talk about the benefits of yoga. <p><u>Swimming:</u></p> <ul style="list-style-type: none"> • I can swim competently, confidently and proficiently over a distance of at least 25 metres. 	<p><u>Swimming:</u></p> <ul style="list-style-type: none"> • Determination. 	
Thinking		
<p><u>Athletics:</u></p> <ul style="list-style-type: none"> • I can choose the best pace for a running event. • I can use feedback to improve my sprinting technique. • I can identify good athletic performance and explains why it is good. 	<p><u>Athletics:</u></p> <ul style="list-style-type: none"> • Observing and providing feedback. <p><u>Fitness:</u></p> <ul style="list-style-type: none"> • Analysing data. 	

- I understand how stamina and power help people to perform well in different athletic activities.

Fitness:

- I understand the different components of fitness and how to test them.
- I can identify how different activities can benefit my physical health.
- I can analyse my fitness data to identify areas of improvement.
- I can understand what maximum effort looks and feels like and I am determined to achieve.

Gymnastics:

- I can use set criteria to make simple judgements about performance and suggest ways they could be improved.
- I can use feedback provided to improve my work.

Dance:

- I can identify how different activities can benefit my physical health.
- I can suggest ways to improve my own and other people's work using key terminology.
- I can use feedback provided to improve my work.
- I can lead a group through short warm-up routines.
- I can use counts when choreographing to stay in time with others and the music.

Netball:

- I understand there are different skills for different situations and I am beginning to apply this.
- I can often make the correct decision of who to pass to and when.

Gymnastics:

- Observing and providing feedback.
- Selecting and applying skills
- Evaluating and improving.

Dance:

- Observing and providing feedback.
- Selecting and applying actions.
- Creating
- Using feedback to improve performance.

Netball:

- Planning strategies and using tactics.
- Observing and providing feedback.
- Decision making.

Football:

- Selecting and applying tactics.
- Decision making.

Tag Rugby:

- Planning strategies and using tactics.
- Observing and providing feedback.
- Decision making.

Volleyball:

- Using tactics
- Selecting and applying skills
- Identifying strengths and areas for development.

Tennis:

- Decision making
- Selecting and applying tactics.

- I can identify how different activities can benefit my physical health.
- I can identify when I was successful and what I need to do to improve.
- I can use feedback provided to improve my work.
- I know what position I am playing in and how to contribute when attacking and defending.
- I understand the rules of the game and I can apply them honestly and fairly most of the time.
- I understand the need for tactics and can identify when to use them in different situations.

Football:

- I can communicate with my team and move into space to keep possession and score.
- I can often make the correct decision of who to pass to and when.
- I can identify how different activities can benefit my physical health.
- I can identify when I am successful and what I need to do to improve.
- I can use feedback provided to improve my work.
- I understand the need for tactics and can identify when to use them in different situations.

Tag Rugby:

- I understand there are different skills for different situations and I am beginning to apply this.
- I can often make the correct decision of who to pass to and when.
- I can identify how different activities can benefit my physical health.
- I can identify when I was successful and what I need to do to improve.
- I can use feedback to improve my work.

Cricket:

- Observing and providing feedback.
- Applying strategies.

Yoga:

- Selecting and applying actions.
- Creating poses and flow.
- Observing and providing feedback.

Swimming:

- Creating
- Decision making
- Using tactics.

- I understand the need for tactics and can identify when to use them in different situations.

Volleyball:

- I understand the need for tactics and can identify when to use them in different situations.
- I can identify how different activities can benefit my physical health.
- I can identify when I was successful and what I need to do to improve.
- I can use feedback provided to improve my work.
- I can use the rules to referee a game.

Tennis:

- I understand the need for tactics and can identify when to use them in different situations.
- I can identify how different activities and benefit my physical health.
- I can identify when I was successful and what I need to do to improve.
- I use feedback provided to improve my work.

Cricket:

- I understand there are different skills for different situations and I am beginning to use this.
- I understand the rules of the game and I can apply them honestly most of the time.
- I understand the need for tactics and can identify when to use them in different situations.
- I can use feedback provided to improve my work.
- I can identify when I was successful and what I need to do to improve.
- I can identify how different activities can benefit my physical health.

<p><u>Yoga:</u></p> <ul style="list-style-type: none"> • I can provide feedback using key terminology and understand what I need to do to improve. • I can describe how yoga makes me feel and can talk about the benefits of yoga. <p><u>Swimming:</u></p> <ul style="list-style-type: none"> • I can swim competently, confidently and proficiently over a distance of at least 25 metres. • I can perform safe self-rescue in different water-based situations. 		
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Children should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- ***Use running, jumping, throwing and catching in isolation and in combination.***
- ***Play competitive games, modified where appropriate (for example, badminton, basketball, cricket, football, hockey, netball, rounder's and tennis), and apply basic principles suitable for attacking and defending.***
- ***Develop flexibility, strength, technique, control and balance (for example, through athletics and gymnastics).***
- ***Perform dances using a range of movement patterns.***
- ***Take part in outdoor and adventurous activity challenges both individually and within a team.***
- ***Compare their performances with previous ones and demonstrate improvement to achieve their personal best.***

Year 6

Learning Objectives	Key Skills	Notes
Physical		
<p><u><i>Athletics:</i></u></p> <ul style="list-style-type: none"> • I can select and apply the best pace for a running event. • I can perform jumps for height and distance using good technique. • I show accuracy and good technique using key teaching points. <p><u><i>Fitness:</i></u></p> <ul style="list-style-type: none"> • I can change my running technique to adapt to different distances. • I understand the different components of fitness and ways to test and develop them. • I understand that there are different areas of fitness and how this helps me in different activities. • I work to my maximum consistently when presented with challenges. <p><u><i>Tag Rugby:</i></u></p> <ul style="list-style-type: none"> • I can pass and receive the ball with increasing control. • I can select the appropriate action for the situation and make the decision quickly. • I can create and use space to help my team. • I can tag opponents individually and when working within a unit. 	<p><u><i>Athletics:</i></u></p> <ul style="list-style-type: none"> • Pacing • Sprinting • Relay changeovers • Jumping for distance and height, • Push and fling throw for distance. <p><u><i>Fitness:</i></u></p> <ul style="list-style-type: none"> • Agility • Balance • Co-ordination • Speed • Stamina • Strength • Power. <p><u><i>Tag Rugby:</i></u></p> <ul style="list-style-type: none"> • Throwing • Catching • Running • Dodging • Tagging • Scoring. <p><u><i>Basketball:</i></u></p> <ul style="list-style-type: none"> • Throwing • Catching • Dribbling • Intercepting 	

- I understand that there are different areas of fitness and how this helps me in different activities.

Basketball:

- I can dribble, pass, receive and shoot the ball with increasing control under pressure.
- I can select the appropriate action for the situation and make this decision quickly.
- I can create and use space to help my team.
- I understand when to use different styles of defence in game situations.
- I understand that there are different areas of fitness and how this helps me in different activities.

Dodgeball:

- I understand that there are different areas of fitness and how this helps me in different activities.
- I can use a wider range of skills with increasing control under pressure.
- I can select the appropriate action for the situation and make this decision quickly.
- I can officiate and help to manage a game by refereeing.

Hockey:

- I can dribble, pass, receive and shoot the ball with increasing control under pressure.
- I can select the appropriate action for the situation and make this decision quickly.
- I can create and use space to help my team.
- I can use marking, tackling and/or interception to improve my defence.

- Shooting.

Dodgeball:

- Throwing
- Catching
- Dodging
- Blocking.

Hockey:

- Dribbling
- Passing
- Ball control
- Tracking
- Jockeying
- Turning
- Goalkeeping.

Rounders:

- Throwing and catching.
- Tracking
- Fielding and retrieving a ball
- Batting.

Gymnastics:

- Rolls: Straddle, forward, backwards
- Balances: counterbalance, group balances
- Counter tension
- Cartwheel
- Bridge
- Shoulder stand
- Handstand
- Headstand
- Vault.

- I understand that there are different areas of fitness and how this helps me in different activities.

Rounders:

- I can strike a bowled ball with increasing consistency.
- I can use wider range of skills with increasing control under pressure.
- I can use the rules of the game consistently to play fairly.

Gymnastics:

- I can combine and perform gymnastic actions, shapes and balances with control and fluency.
- I can create and perform sequences using compositional devices to improve the quality.
- I understand what counter balance and counter tension is and can show examples with a partner.
- I understand that there are different areas of fitness and how this helps me in different activities.
- I understand how to work safely when learning a new skill.

Dance:

- I can refine the way I use actions, dynamics and relationships to represent ideas, emotions, feelings and characters.
- I can choreograph a dance and work safely using a prop.
- I can perform dances confidently and fluently with accuracy and good timing.
- I understand that there are different areas of fitness and how this helps me in different activities.

Dance:

- Performing actions
- Using canon
- Unison
- Formation
- Dynamics
- Character
- Structure
- Space
- Emotion
- Matching
- Mirroring
- Transitions.

Swimming:

- Rotation
- Sculling
- Treading water
- Gliding
- Front crawl
- Backstroke
- Breaststroke
- Surface dives
- Floating
- H.E.L.P and huddle positions.

OAA:

- Stamina
- Running.

<ul style="list-style-type: none"> • I can work creatively and imaginatively on my own, with a partner and in a group to choreograph and structure dances. • I can use counts when choreographing to improve the quality of my work. <p><u>Swimming:</u></p> <ul style="list-style-type: none"> • I can swim competently, confidently and proficiently over a distance of at least 25 metres. • I can perform safe self-rescue in different water-based situations. • I can use a range of strokes effectively (for example front crawl, backstroke and breaststroke). <p><u>OAA:</u></p> <ul style="list-style-type: none"> • I can use critical thinking skills to form ideas and strategies to solve challenges. • I can reflect on when and how I am successful at solving challenges and alter my methods in order to improve. • I can orientate a map efficiently to navigate around a course. 		
Social		
<p><u>Athletics:</u></p> <ul style="list-style-type: none"> • I can compete within the rules showing fair play and honesty. <p><u>Fitness:</u></p> <ul style="list-style-type: none"> • I encourage and motivate others to work to their best. • I can work with others to organise, manage and record information at a station. 	<p><u>Athletics:</u></p> <ul style="list-style-type: none"> • Collaborating with others. • Negotiating. <p><u>Fitness:</u></p> <ul style="list-style-type: none"> • Supporting and encouraging others. • Working collaboratively. <p><u>Tag Rugby:</u></p> <ul style="list-style-type: none"> • Communication • Collaboration. 	

Tag Rugby:

- I can work in collaboration with others so that games run smoothly.
- I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.

Basketball:

- I can create and use space to help my team.
- I can work in collaboration with others so that games run smoothly.
- I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.

Dodgeball:

- I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.
- I can work in collaboration with others so that games run smoothly.
- I can officiate and help to manage a game by refereeing.

Hockey:

- I can create and use space to help my team.
- I can work in collaboration with others so that games run smoothly.
- I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.

Rounders:

- I can work in collaboration with others so that games run smoothly.
- I can work collaboratively with others to get batters out.

Basketball:

- Communication
- Collaboration.

Dodgeball:

- Respect
- Collaboration.

Hockey:

- Communication
- Collaboration
- Co-operation
- Respect.

Rounders:

- Organising and self-managing games.
- Respect
- Supporting and encouraging others
- Communicating ideas
- Reflecting with others.

Gymnastics:

- Collaboration
- Communication
- Respect
- Responsibility

Dance:

- Collaboration and sharing ideas.
- Consideration and awareness of others.
- Inclusion
- Respect
- Leadership
- Supporting and encouraging others.

<p><u>Gymnastics:</u></p> <ul style="list-style-type: none"> • I can work collaboratively with others to create a sequence. • I understand what counter balance and counter tension is and can show examples with a partner. • I understand how to work safely when learning a new skill. • I can lead a small group through a short warm-up routine. <p><u>Dance:</u></p> <ul style="list-style-type: none"> • I can lead a small group through a short warm-up routine. • I can work creatively and imaginatively on my own, with a partner and in a group to choreograph and structure dances. <p><u>OAA:</u></p> <ul style="list-style-type: none"> • I can pool ideas within a group, selecting and applying the best method to solve a problem. • I am inclusive of others, can share job roles and lead when necessary. • I can work effectively with a partner and a group to solve challenges. 	<p><u>Swimming:</u></p> <ul style="list-style-type: none"> • Communication • Supporting and encouraging others. <p><u>OAA:</u></p> <ul style="list-style-type: none"> • Communication • Teamwork • Trust • Inclusion • Listening 	
Emotional		
<p><u>Athletics:</u></p> <ul style="list-style-type: none"> • I understand that there are different areas of fitness and how this helps me in different activities. • I use different strategies to persevere to achieve my personal best. • I can compete within the rules showing fair play and honesty. 	<p><u>Athletics:</u></p> <ul style="list-style-type: none"> • Perseverance • Determination. <p><u>Fitness:</u></p> <ul style="list-style-type: none"> • Perseverance • Determination. <p><u>Tag Rugby:</u></p> <ul style="list-style-type: none"> • Honesty • Perseverance 	

Fitness:

- I work to my maximum consistently when presented with challenges.

Tag Rugby:

- I understand that there are different areas of fitness and how this helps me in different activities.
- I can use the rules of the game consistently to play honestly and fairly.

Basketball:

- I can use the rules of the game honestly and consistently.

Dodgeball:

- I can use the rules of the game consistently to play honestly and fairly.
- I can officiate and help to manage a game by refereeing.

Hockey:

- I understand that there are different areas of fitness and how this helps me in different activities.
- I can use the rules of the game consistently to play honestly and fairly.

Rounders:

- I can use the rules of the game consistently to play fairly.
- I understand that there are different areas of fitness and how this helps me in different activities.

- Confidence

Basketball:

- Honesty and fair play.
- Perseverance

Dodgeball:

- Honesty.

Hockey:

- Honesty
- Perseverance

Rounders:

- Honesty and fair play.
- Confident to take risks
- Managing emotions.

Gymnastics:

- Confidence.

Dance:

- Empathy
- Confidence.

Swimming:

- Determination.

OAA:

- Confidence

<p><u>Gymnastics:</u></p> <ul style="list-style-type: none"> • I understand that there are different areas of fitness and how this helps me in different activities. • I understand how to work safely when learning a new skill. <p><u>Dance:</u></p> <ul style="list-style-type: none"> • I can perform dances confidently and fluently with accuracy and good timing. <p><u>Swimming:</u></p> <ul style="list-style-type: none"> • I can swim competently, confidently and proficiently over a distance of at least 25 metres. <p><u>OAA:</u></p> <ul style="list-style-type: none"> • I am inclusive of others, can share job roles and lead when necessary. 		
Thinking		
<p><u>Athletics:</u></p> <ul style="list-style-type: none"> • I can select and apply the best pace for a running event. • I can identify my own and others' strengths and areas for development and can suggest ways to improve. • I understand that there are different areas of fitness and how this helps me in different activities. <p><u>Fitness:</u></p> <ul style="list-style-type: none"> • I understand that there are different areas of fitness and how this helps me in different activities. 	<p><u>Athletics:</u></p> <ul style="list-style-type: none"> • Observing and providing feedback. <p><u>Fitness:</u></p> <ul style="list-style-type: none"> • Analysing data. <p><u>Tag Rugby:</u></p> <ul style="list-style-type: none"> • Planning strategies and using tactics. • Observing and providing feedback • Decision making. <p><u>Basketball:</u></p> <ul style="list-style-type: none"> • Planning strategies • Using tactics • Observing and providing feedback. 	

- I can collect, record and analyse data to identify areas where I have made the most improvement.
- I can work with others to organise, manage and record information at a station.

Tag Rugby:

- I can select the appropriate action for the situation and make the decision quickly.
- I can use feedback provided to improve the quality of my work.
- I recognise my own and others strengths and areas for development and can suggest ways to improve.

Basketball:

- I understand when to use different styles of defence in game situations.
- I recognise my own and others' strengths and areas for development and can suggest ways to improve.
- I can use feedback provided to improve the quality of my work.

Dodgeball:

- I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.
- I understand that there are different areas of fitness and how this helps me in different activities.
- I recognise my own and others' strengths and areas for development and can suggest ways to improve.
- I can use feedback provided to improve the quality of my work.
- I can select the appropriate action for the situation and make this decision quickly.

Dodgeball:

- Decision making
- Selecting and applying tactics.

Hockey:

- Selecting and applying tactics.
- Decision making.

Rounders:

- Using tactics
- Identifying how to improve
- Selecting skills.

Dance:

- Observing and providing feedback.
- Selecting and applying actions
- Creating
- Using feedback to improve performance.

Gymnastics:

- Observing and providing feedback
- Selecting and applying skills
- Evaluating and improving.

Swimming:

- Creating
- Decision making
- Using tactics.

OAA:

- Planning
- Map reading
- Decision making
- Problem solving.

Hockey:

- I can select the appropriate action for the situation and make this decision quickly.
- I recognise my own and others strengths and areas for development and can suggest ways to improve.
- I can use feedback provided to improve the quality of my work.

Rounders:

- I understand and apply some tactics in the game as a batter, bowler and fielder.
- I understand that there are different areas of fitness and how this helps me in different activities.
- I recognise my own and others strengths and areas for development and can suggest ways to improve.
- I can use feedback provided to improve the quality of my work.

Gymnastics:

- I can use appropriate language to evaluate and refine my own and others' work.
- I can use feedback provided to improve the quality of work.

Dance:

- I can choreograph a dance and work safely using a prop.
- I can perform dances confidently and fluently with accuracy and good timing.
- I understand that there are different areas of fitness and how this helps me in different activities.

<ul style="list-style-type: none"> • I can use appropriate language to evaluate and refine my own and others' work. • I can lead a small group through a short warm-up routine. • I can use feedback provided to improve the quality of my work. • I can use counts when choreographing to improve the quality of my work. <p><u>Swimming:</u></p> <ul style="list-style-type: none"> • I can swim competently, confidently and proficiently over a distance of at least 25 metres. • I can perform safe self-rescue in different water-based situations. <p><u>OAA:</u></p> <ul style="list-style-type: none"> • I can use critical thinking skills to form ideas and strategies to solve challenges. • I can pool ideas within a group, selecting and applying the best method to solve a problem. • I can reflect on when and how I am successful at solving challenges and alter my methods in order to improve. 		
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Children should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- ***Use running, jumping, throwing and catching in isolation and in combination.***
- ***Play competitive games, modified where appropriate (for example, badminton, basketball, cricket, football, hockey, netball, rounder's and tennis), and apply basic principles suitable for attacking and defending.***
- ***Develop flexibility, strength, technique, control and balance (for example, through athletics and gymnastics).***
- ***Perform dances using a range of movement patterns.***
- ***Take part in outdoor and adventurous activity challenges both individually and within a team.***
- ***Compare their performances with previous ones and demonstrate improvement to achieve their personal best.***