



EYFS

Key Stage 1

Key Stage 2

Thread

Moving and Handling:

Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

Health and Self-care:

Children know the importance for good health of physical exercise, a healthy diet and talk about the ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, 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, and catching, as well as developing balance, agility, and 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.

Pupils 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, rounders 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.

Athletics

EYFS

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

Athletics	Overview		<p>Pupils will develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing.</p> <p>In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others.</p> <p>They are given opportunities to work collaboratively as well as independently.</p> <p>They learn how to improve by identifying areas of strength as well as areas to develop.</p>	<p>Pupils will develop basic running, jumping and throwing techniques.</p> <p>They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing.</p> <p>As in all athletic activities, pupils think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best.</p> <p>Pupils are also given opportunities to measure, time and record scores.</p>	<p>Pupils will develop basic running, jumping and throwing techniques.</p> <p>They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing.</p> <p>As in all athletic activities, pupils think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best.</p> <p>In this unit pupils are able to experience running for distance, sprinting, relay, long jump, vertical jump and javelin.</p>	<p>Pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing.</p> <p>As in all athletic activities, pupils think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best.</p> <p>They learn how to improve by identifying areas of strength as well as areas to develop.</p> <p>Pupils are also given opportunities to lead when officiating as well as observe and provide feedback to others.</p> <p>In this unit pupils learn the following athletic activities: running over longer distances, sprinting, relay, long jump, triple jump, shot put and javelin.</p>	<p>Pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing.</p> <p>As in all athletic activities, pupils think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best.</p> <p>They learn how to improve by identifying areas of strength as well as areas to develop.</p> <p>Pupils are also given opportunities to lead when officiating as well as observe and provide feedback to others.</p> <p>In this unit pupils learn the following athletic activities: long distance running, sprinting, hurdles, high jump, triple jump, discus and shot put.</p>
	Physical		Running at varying speeds, agility, co-ordination, combining running and jumping, throwing for distance	Sprinting, running over obstacles, jumping for distance and height, push and pull throw for distance	Pacing, sprinting, jumping for distance and height, throw, heave, launch for distance	Pacing, sprinting, relay changeovers, jumping for distance and height, push and pull throw for distance	Pacing, sprinting, relay changeovers, jumping for distance and height, push and fling throw for distance
	Social		Working safely, collaborating with others	Working collaboratively, working safely	Working collaboratively, working safely	Collaborating with others, supporting others	Collaborating with others, negotiating
	Emotional		Working independently, determination	Perseverance, determination	Perseverance, determination	Perseverance, determination	Perseverance, determination
	Thinking		Exploring ideas, observing and providing feedback	Observing and providing feedback	Observing and providing feedback, exploring ideas	Observing and providing feedback	Observing and providing feedback
	Assessment		<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 to throw for distance. • I can work with others, taking turns and sharing ideas. • I can identify good technique. • I can describe how my body feels during exercise. • I try my best. 	<ul style="list-style-type: none"> • I can use key points to help me to 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. • I can work with a partner and in a small group, sharing ideas. • I can identify when I was successful. • I understand why it is important to warm up. 	<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. • I support and encourage others to work to their best. • 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. • I show determination to improve my personal best. • I can demonstrate the difference in sprinting and jogging techniques. 	<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 for distance. • I can take on the role of coach, official and timer when working in a group. • I can identify good athletic performance and explain why it is good. • I can understand how stamina and power help people to perform well in different athletic activities. 	<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 when throwing for distance. • I can help others to improve their technique using key teaching points. • 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. • I use different strategies to persevere to achieve my personal best. • I can compete within the rules showing fair play and honesty.



Inspiring minds through opportunity





Ball skills

EYFS

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

Ball skills	Overview	Children will develop fundamental ball skills such as rolling and receiving a ball, throwing to a target, bouncing and catching, dribbling with feet and kicking a ball. Children will be able to develop their fine and gross motor skills through a range of game play using a variety of equipment. Children will be given opportunities to work independently and with a partner and will develop decision making and using simple tactics.	Pupils will develop their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball. Pupils will have the opportunity to work independently, in pairs and small groups. Pupils will be able to explore their own ideas in response to tasks.	Pupils will develop their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball. Pupils will have the opportunity to work independently, in pairs and small groups. Pupils will be able to explore their own ideas in response to tasks.				
	Physical	Rolling a ball, stopping a rolling ball, throwing at a target, tracking a ball, bouncing a ball, dribbling a ball with feet, kicking a ball	Rolling, kicking, throwing, catching, dribbling, bouncing	Rolling, kicking, throwing, catching, dribbling, bouncing				
	Social	Cooperation, supporting others, sharing and taking turns	Cooperation, communication, leadership, supporting others	Cooperation, communication, leadership, supporting others				
	Emotional	Honesty, perseverance, determination	Honesty, perseverance, challenging myself	Honesty, perseverance, challenging myself				
	Thinking	Using tactics, decision making	Using tactics, exploring actions	Using tactics, exploring actions				
	Assessment	<ul style="list-style-type: none"> I am confident to try new activities. I ask for help if needed. I can handle equipment effectively. I can move confidently in a range of ways. I can safely negotiate space. I can show good control and co-ordination in small and large movements. I can talk about ways to keep healthy and safe. I know the importance for good health and physical exercise. I am sensitive to others' feelings. I play co-operatively, taking turns. I can talk about my own ideas and use them in response to a task. I understand and follow rules. 	<ul style="list-style-type: none"> I am beginning to catch with two hands. I can roll 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 work co-operatively with a partner. I can say when someone was successful. I can recognise changes in my body when I do exercise. I am beginning to understand simple tactics 	<ul style="list-style-type: none"> I can send and receive a ball using both kicking and 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. I can work co-operatively with a partner and a small group. I am beginning to provide feedback using key words. I can describe how my body feels during exercise. I am beginning to understand and use simple tactics. 				



Inspiring minds through opportunity





Basketball

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Overview				<p>Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, throwing, catching and dribbling.</p> <p>Pupils will learn to use attacking skills to maintain possession of the ball.</p> <p>They will start by playing uneven and then move onto even sided games.</p> <p>Pupils will understand the importance of playing fairly and keeping to the rules.</p> <p>They will be encouraged to think about how to use skills, strategies, and tactics to outwit the opposition as well as learn how to evaluate their own and others' performances, and how to identify a focus for improvement.</p>	<p>Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, throwing, catching and dribbling.</p> <p>Pupils will learn to use attacking skills to maintain possession of the ball.</p> <p>They will start by playing uneven and then move onto even sided games.</p> <p>Pupils will understand the importance of playing fairly and keeping to the rules.</p> <p>They will be encouraged to think about how to use skills, strategies, and tactics to outwit the opposition as well as learn how to evaluate their own and others' performances, and how to identify a focus for improvement.</p>	<p>Pupils will develop key skills and principles such as defending, attacking, throwing, catching, dribbling and shooting.</p> <p>Pupils will learn to use attacking skills to maintain possession as well as defending skills to gain possession.</p> <p>Pupils will be encouraged to work collaboratively to think about how to use skills, strategies, and tactics to outwit the opposition.</p> <p>They develop their understanding of the importance of fair play and honesty while self-managing games, as well as developing their ability to evaluate their own and others' performances.</p>	<p>Pupils will develop key skills and principles such as defending, attacking, throwing, catching, dribbling and shooting.</p> <p>Pupils will learn to use attacking skills to maintain possession as well as defending skills to gain possession.</p> <p>Pupils will be encouraged to work collaboratively to think about how to use skills, strategies, and tactics to outwit the opposition.</p> <p>They develop their understanding of the importance of fair play and honesty while self-managing games, as well as developing their ability to evaluate their own and others' performances.</p>
Physical				Throwing, catching, dribbling, intercepting, changing direction and speed, shooting	Throwing, catching, dribbling, intercepting, changing direction and speed, shooting	Throwing, catching, dribbling, intercepting, shooting	Throwing, catching, dribbling, intercepting, shooting
Social				Working safely, communication, collaboration	Working safely, communication, collaboration	Communication, collaboration	Communication, collaboration
Emotional				Honesty and fair play, perseverance	Honesty and fair play, perseverance	Honesty and fair play, perseverance	Honesty and fair play, perseverance
Thinking				Planning strategies, using tactics, observing and providing feedback	Planning strategies, using tactics, observing and providing feedback	Planning strategies, using tactics, observing and providing feedback	Planning strategies, using tactics, observing and providing feedback
Assessment				<ul style="list-style-type: none"> I can dribble, pass, receive and shoot the ball with some control. I can find space away from others and near to my goal. I can move with a ball towards goal with increasing control. I can track an opponent to slow them down. I understand the benefits of exercise. 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. I am learning the rules of the game and am beginning to use them honestly. I am beginning to use simple tactics. 	<ul style="list-style-type: none"> 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 goals. I can delay an opponent and help to prevent the other team from scoring. I can explain what happens to my body when I exercise and how this helps to make me healthy. I share ideas and work with others to manage our game. 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. 	<ul style="list-style-type: none"> 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. 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 use tracking and intercepting when playing in defence. 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 most of the time. I understand the need for tactics and can identify when to use them in different situations. 	<ul style="list-style-type: none"> 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. I can work in collaboration with others so that games run smoothly. 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 use the rules of the game honestly and consistently. I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.





Cricket

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Overview				<p>Pupils learn how to strike the ball into space so that they can score runs. When fielding, they learn how to keep the batters' scores low.</p> <p>In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to deceive or avoid fielders, so that they can run between wickets to score runs.</p> <p>Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.</p>	<p>Pupils learn how to strike the ball into space so that they can score runs. When fielding, they learn how to keep the batters' scores low.</p> <p>In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to deceive or avoid fielders, so that they can run between wickets to score runs.</p> <p>Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.</p>	<p>Pupils develop the range and quality of striking and fielding skills and their understanding of cricket. They learn how to play the different roles of bowler, wicket keeper, fielder and batter.</p> <p>In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to deceive or avoid fielders, so that they can run between wickets to score runs.</p> <p>Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.</p>	<p>Pupils develop the range and quality of striking and fielding skills and their understanding of cricket.</p> <p>They learn how to play the different roles of bowler, wicket keeper, fielder and batter. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to deceive or avoid fielders, so that they can run between wickets to score runs.</p> <p>Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.</p>
Physical			Underarm and overarm throwing, catching, over and underarm bowling, batting	Underarm and overarm throwing, catching, over and underarm bowling, batting	Underarm and overarm throwing, catching, over and underarm bowling, batting, long and short barrier	Underarm and overarm throwing, catching, over and underarm bowling, batting, long and short barrier	Underarm and overarm throwing, catching, over and underarm bowling, batting, long and short barrier
Social			Communication, collaboration, respect	Communication, collaboration, respect	Communication, collaboration, respect	Communication, collaboration, respect	Communication, collaboration, respect
Emotional			Perseverance, honesty	Perseverance, honesty	Honesty	Honesty	Honesty
Thinking			Observing and providing feedback, applying strategies	Observing and providing feedback, applying strategies	Observing and providing feedback, applying strategies	Observing and providing feedback, applying strategies	Observing and providing feedback, applying strategies
Assessment			<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. I am learning the rules of the game and I am beginning to use them honestly. 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 can persevere when learning a new skill. I understand the aim of the game and this shows in my performance. 	<ul style="list-style-type: none"> I am able to bowl a ball with some accuracy, and consistency. I can strike a bowled ball after a bounce. I can use overarm and underarm throwing, and catching skills with increasing accuracy. 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. I can persevere when learning a new skill. 	<ul style="list-style-type: none"> 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. 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 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 work collaboratively with others to score runs. I can work co-operatively with others to manage our game. 	<ul style="list-style-type: none"> I can use a wider range of fielding skills with increasing control under pressure. I can select the appropriate action for the situation. I can strike a bowled ball with increasing consistency and accuracy. I can use the rules of the game consistently to play fairly. I understand and can 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. I can work collaboratively with others to score runs and to get batters out. I can work in collaboration with others so that games run smoothly. 	





Dance

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Overview	<p>Children explore space and how to use space safely. They explore travelling movements, shapes and balances.</p> <p>Children choose their own actions in response to a stimulus.</p> <p>They are given the opportunity to copy, repeat and remember actions.</p> <p>They are introduced to counting to help them keep in time with the music.</p> <p>They perform to others and begin to provide simple feedback.</p>	<p>Pupils will explore travelling actions, movement skills and balancing.</p> <p>They will understand why it is important to count to music and use this in their dances.</p> <p>Pupils will copy and repeat actions linking them together to make short dance phrases.</p> <p>Pupils will work individually and with a partner to create ideas in relation to the theme.</p> <p>Pupils will be given the opportunity to perform and also to provide feedback, beginning to use dance terminology to do so.</p>	<p>Pupils will explore space and how their body can move to express and idea, mood, character or feeling.</p> <p>They will expand their knowledge of travelling actions and use them in relation to a stimulus.</p> <p>They will build on their understanding of dynamics and expression.</p> <p>They will use counts of 8 consistently to keep in time with the music and a partner.</p> <p>Pupils will also explore pathways, levels, shapes, directions, speeds and timing.</p> <p>They will be given the opportunity to work independently and with others to perform and provide feedback beginning to use key terminology.</p>	<p>Pupils create dances in relation to an idea including historical and scientific stimuli.</p> <p>Pupils work individually, with a partner and in small groups, sharing their ideas. Pupils develop their use of counting and rhythm.</p> <p>Pupils learn to use canon, unison, formation and levels in their dances.</p> <p>They will be given the opportunity to perform to others and provide feedback using key terminology.</p>	<p>Pupils focus on creating characters and narrative through movement and gesture.</p> <p>They gain inspiration from a range of stimuli, working individually, in pairs and small groups.</p> <p>In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts.</p> <p>Pupils will develop confidence in performing and will be given the opportunity to provide feedback and utilise feedback to improve their own work.</p>	<p>Pupils learn different styles of dance, working individually, as a pair and in small groups.</p> <p>In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts.</p> <p>As they work, they develop an awareness of the historical and cultural origins of different dances.</p> <p>Pupils will be provided with the opportunity to create and perform their work.</p> <p>They will be asked to provide feedback using the correct dance terminology and will be able to use this feedback to improve their work.</p> <p>Pupils will work safely with each other and show respect towards others.</p>	<p>Pupils will focus on developing an idea or theme into dance choreography.</p> <p>They will work in pairs and groups using different choreographing tools to create dances e.g. formations, timing, dynamics.</p> <p>Pupils will have opportunities to choreograph, perform and provide feedback on dance.</p> <p>Pupils think about how to use movement to convey ideas, emotions, feelings and characters.</p> <p>Pupils will show an awareness of keeping others safe and will have the opportunity to lead others through short warmups.</p>
Physical	Travel, action, perform, copy	Travel, action, shape, perform, copy	Travel, action, shape, perform, copy, using dynamics, using expression, using speed, using pathways	Copying and performing actions, using canon, unison, formation, dynamics, pathways, direction	Performing actions, using canon, unison, formation, dynamics, character, structure, space	Performing actions, using canon, unison, formation, dynamics, character, structure, space, emotion, matching, mirroring, transitions	Performing actions, using canon, unison, formation, dynamics, character, structure, space, emotion, matching, mirroring, transitions
Social	Respect, co-operation	Co-operation, communication, coming to decisions with a partner, respect	Respect, consideration, sharing ideas, decision making with others	Sharing ideas, respect, inclusion of others, leadership, working safely	Collaboration, consideration, inclusion, respect	Collaboration, consideration and awareness of others, inclusion, respect	Collaboration and sharing ideas, consideration and awareness of others, inclusion, respect, leadership, supporting and encouraging others
Emotional	Working independently, confidence	Confidence, acceptance	Confidence, acceptance	Confidence, acceptance	Empathy, confidence,	Empathy, confidence	Empathy, confidence
Thinking	Counting, observing and providing feedback, selecting and applying actions	Counting, observing and providing feedback, selecting and applying actions	Observing and providing feedback, selecting and applying actions, creating, counting	Observing and providing feedback, selecting and applying actions, creating	Observing and providing feedback, selecting and applying actions	Observing and providing feedback, selecting and applying actions, creating, using feedback to improve performance	Observing and providing feedback, selecting and applying actions, creating, using feedback to improve performance
Assessment	<ul style="list-style-type: none"> I am confident to try new activities. I ask for help if needed. I can handle equipment effectively. I can move confidently in a range of ways. I can safely negotiate space. I can show good control and co-ordination in small and large movements. I can talk about ways to keep healthy and safe. I know the importance of good health and physical exercise. I am sensitive to others' feelings. I play co-operatively, taking turns. I can talk about my own ideas and use them in response to a task. I understand and follow rules. 	<ul style="list-style-type: none"> 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. I recognise changes in my body when I do exercise. I say what I liked about someone else's performance. I can work with others to share ideas and select actions. I am beginning to use counts. 	<ul style="list-style-type: none"> I can show a character and idea through the actions and dynamics I choose. I can copy, remember and repeat a series of actions. I show confidence to perform. I can describe how my body feels during exercise. I am beginning to provide feedback using key words. I can work with a partner using mirroring and unison in our actions. I can use counts to stay in time with music. 	<ul style="list-style-type: none"> I can use dynamic and expressive qualities in relation to an idea. I create short dance phrases that communicate the idea. I am respectful of others when watching them perform. I can repeat, remember and perform a dance phrase. I understand the benefits of exercise. I can provide feedback using key words. I can work with a partner and in a small group, sharing ideas. I can use counts to keep in time with a partner and group. 	<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. I show respect for others when working as a group and watching others perform. 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 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. 	<ul style="list-style-type: none"> 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 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. 	<ul style="list-style-type: none"> 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. I can use appropriate language to evaluate and refine my own and others' work. I can use feedback provided to improve the quality of my work. 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. I can use counts when choreographing to improve the quality of my work.





Fitness

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Overview	<p>Pupils will take part in a range of fitness activities to develop components of fitness.</p> <p>Pupils will begin to explore and develop agility, balance, co-ordination, speed and stamina.</p> <p>Pupils will be given the opportunity to work independently and with others.</p> <p>Pupils will develop perseverance and show determination to work for longer periods of time.</p>	<p>Pupils will take part in a range of fitness activities to develop components of fitness.</p> <p>Pupils will begin to explore and develop agility, balance, co-ordination, speed and stamina.</p> <p>Pupils will be given the opportunity to work independently and with others.</p> <p>Pupils will develop perseverance and show determination to work for longer periods of time.</p>	<p>Pupils will take part in a range of fitness challenges to test, monitor and record their data.</p> <p>They will learn to understand different components of fitness; speed, stamina, strength, coordination, balance and agility.</p> <p>Pupils will be given opportunities to work at their maximum and improve their fitness levels.</p> <p>They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same.</p> <p>Pupils are asked to recognise areas for improvement and suggest activities that they could do to do this.</p> <p>Pupils will be encouraged to work safely and with control when performing new tasks.</p>	<p>Pupils will take part in a range of fitness challenges to test, monitor and record their data.</p> <p>They will learn to understand different components of fitness; speed, stamina, strength, coordination, balance and agility.</p> <p>Pupils will be given opportunities to work at their maximum and improve their fitness levels.</p> <p>They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same.</p> <p>Pupils are asked to recognise areas for improvement and suggest activities that they could do to do this.</p> <p>Pupils will be encouraged to work safely and with control when performing new tasks.</p>	<p>Pupils will take part in a range of fitness challenges to test, monitor and record their data.</p> <p>They will learn different components of fitness including speed, stamina, strength, coordination, balance and agility.</p> <p>Pupils will be given opportunities to work at their maximum and improve their fitness levels.</p> <p>They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same.</p> <p>Pupils are asked to recognise areas in which they make the most improvement using the data they have collected.</p>	<p>Pupils will take part in a range of fitness challenges to test, monitor and record their data.</p> <p>They will learn different components of fitness including speed, stamina, strength, coordination, balance and agility.</p> <p>Pupils will be given opportunities to work at their maximum and improve their fitness levels.</p> <p>They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same.</p> <p>Pupils are asked to recognise areas in which they make the most improvement using the data they have collected.</p>	<p>Pupils will take part in a range of fitness challenges to test, monitor and record their data.</p> <p>They will learn different components of fitness including speed, stamina, strength, coordination, balance and agility.</p> <p>Pupils will be given opportunities to work at their maximum and improve their fitness levels.</p> <p>They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same.</p> <p>Pupils are asked to recognise areas in which they make the most improvement using the data they have collected.</p>
Physical		Agility, balance, co-ordination, speed, stamina, skipping	Agility, balance, co-ordination, speed, stamina, skipping	Agility, balance, co-ordination, speed, stamina, strength, power	Agility, balance, co-ordination, speed, stamina, strength, power	Agility, balance, co-ordination, speed, stamina, strength, power	Agility, balance, co-ordination, speed, stamina, strength, power
Social		Taking turns, supporting and encouraging others	Taking turns, supporting and encouraging others	Supporting others, working safely	Supporting others, working safely	Supporting and encouraging others, working collaboratively	Supporting and encouraging others, working collaboratively
Emotional		Determination, perseverance, challenging myself	Determination, perseverance, challenging myself	Perseverance, determination	Perseverance, determination	Perseverance, determination	Perseverance, determination
Thinking		Identifying strengths and areas for improvement, observing and providing feedback	Identifying strengths and areas for improvement, observing and providing feedback	Identifying areas of strength and areas for development	Identifying areas of strength and areas for development	Analysing data	Analysing data
Assessment		<ul style="list-style-type: none"> 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. 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 longer periods of time. 	<ul style="list-style-type: none"> I can describe how my body feels during exercise. I can link different hoop skills to create a routine. I can show hopping and jumping movements with some balance and control. I persevere with new challenges. I show determination to continue working over a longer period of time. I understand that running at a slower speed will allow me to run for a longer period of time. I work with others to turn a rope and encourage others to jump at the right time. 	<ul style="list-style-type: none"> I can collect and record personal fitness data and I can recognise my strengths. I can complete exercises with control. I can persevere when I find a challenge is hard. I can provide feedback using key words. I can use key points to help me to improve my sprinting technique. I can work safely with others. I show balance when changing direction. I understand the benefits of exercise. 	<ul style="list-style-type: none"> 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 share ideas and work with others to manage activities. I show balance when changing direction at speed. I show control when completing activities to improve balance. 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. 	<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. I can analyse my fitness data to identify areas of improvement. I can encourage and motivate others to work to their personal best. I can work with others to manage activities. I understand what my maximum effort looks and feels like and I am determined to achieve it. 	<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 can collect, record and analyse data to identify areas where I have made the most improvement. I encourage and motivate others to work to their best. I can work with others to organise, manage and record information at a station. I work to my maximum consistently when presented with challenges.





Football

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Overview				<p>Pupils will take part in a range of fitness.</p> <p>Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, sending, receiving and dribbling a ball.</p> <p>They will start by playing uneven and then move onto even sided games.</p> <p>They learn to work one on one and cooperatively within a team, showing respect for their teammates, opposition and referee.</p> <p>Pupils will be given opportunities to select and apply tactics to outwit the opposition.</p>	<p>Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, sending, receiving and dribbling a ball.</p> <p>They will start by playing uneven and then move onto even sided games.</p> <p>They learn to work one on one and cooperatively within a team, showing respect for their teammates, opposition and referee.</p> <p>Pupils will be given opportunities to select and apply tactics to outwit the opposition.</p>	<p>Pupils will improve their defending and attacking play, developing further knowledge of the principles and tactics of each.</p> <p>Pupils will begin to develop consistency and control in dribbling, passing and receiving a ball.</p> <p>They will also learn the basics of goalkeeping.</p> <p>Pupils will evaluate their own and other's performances, suggesting improvements.</p> <p>They will learn the importance of playing games fairly, abiding by the rules of the game and being respectful of their teammates, opponents and referees.</p>	<p>Pupils will improve their defending and attacking play, developing further knowledge of the principles and tactics of each.</p> <p>Pupils will begin to develop consistency and control in dribbling, passing and receiving a ball.</p> <p>They will also learn the basics of goalkeeping.</p> <p>Pupils will evaluate their own and other's performances, suggesting improvements.</p> <p>They will learn the importance of playing games fairly, abiding by the rules of the game and being respectful of their teammates, opponents and referees.</p>
Physical				Dribbling, passing, ball control, tracking, jockeying, turning	Dribbling, passing, ball control, tracking, jockeying, turning	Dribbling, passing, ball control, tracking, jockeying, turning, goalkeeping	Dribbling, passing, ball control, tracking, jockeying, turning, goalkeeping
Social				Communication, collaboration, cooperation	Communication, collaboration, cooperation	Communication, collaboration, cooperation, respect	Communication, collaboration, cooperation, respect
Emotional				Honesty, perseverance	Honesty, perseverance	Honesty, perseverance	Honesty, perseverance
Thinking				Selecting and applying tactics, decision making	Selecting and applying tactics, decision making	Selecting and applying tactics, decision making	Selecting and applying tactics, decision making
Assessment				<ul style="list-style-type: none"> I can dribble, pass, receive and shoot the ball with some control. I can find space away from others and near to my goal. I can move with a ball towards goal with increasing control. I can track an opponent to slow them down. I understand the benefits of exercise. 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. I am learning the rules of the game and I am beginning to use them to play honestly and fairly. I am beginning to use simple tactics. 	<ul style="list-style-type: none"> 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 goals. I can delay an opponent and help to prevent the other team from scoring. I can explain what happens to my body when I exercise and how this helps to make me healthy. I share ideas and work with others to manage our game. 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. 	<ul style="list-style-type: none"> 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. 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 use tracking and intercepting when playing in defence. 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 most of the time. I understand the need for tactics and can identify when to use them in different situations. 	<ul style="list-style-type: none"> 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. 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 use the rules of the game consistently to play honestly and fairly. I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.





Fundamentals

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Overview	<p>Children will develop their fundamental movement skills.</p> <p>Fundamental skills will include balancing, running, changing direction, jumping, hopping and travelling.</p> <p>Children will develop fine and gross motor skills through a range of activities.</p> <p>They will learn how to stay safe using space, working independently and with a partner.</p>	<p>Pupils will develop the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping.</p> <p>Pupils will be given opportunities to work with a range of different equipment.</p> <p>Pupils will be asked to observe and recognise improvements for their own and others' skills and identify areas of strength.</p> <p>Pupils will be given the opportunity to work collaboratively with others, taking turns and sharing ideas.</p>	<p>Pupils will develop the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping.</p> <p>Pupils will be given opportunities to work with a range of different equipment.</p> <p>Pupils will be asked to observe and recognise improvements for their own and others' skills and identify areas of strength.</p> <p>Pupils will be given the opportunity to work collaboratively with others, taking turns and sharing ideas.</p>				
Physical	Balancing, running, jumping, changing direction, hopping, traveling	Balancing, sprinting, jogging, dodging, jumping, hopping, skipping	Balancing, sprinting, jogging, dodging, jumping, hopping, skipping				
Social	Working safely, responsibility, helping others	Taking turns, supporting and encouraging others, respect, communication	Taking turns, supporting and encouraging others, respect, communication				
Emotional	Honesty, challenging myself, determination	Challenging myself, perseverance, honesty	Challenging myself, perseverance, honesty				
Thinking	Decision making, selecting and applying actions, using tactics	Selecting and applying actions, identifying strengths	Selecting and applying actions, identifying strengths				
Assessment	<ul style="list-style-type: none"> I am confident to try new activities. I ask for help if needed. I can handle equipment effectively. I can move confidently in a range of ways. I can safely negotiate space. I can show good control and co-ordination in small and large movements. I can talk about ways to keep healthy and safe. I know the importance for good health and physical exercise. I am sensitive to others' feelings. I play co-operatively, taking turns. I can talk about my own ideas and use them in response to a task. I understand and follow rules. 	<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 use co-ordination to turn a skipping rope. I can work co-operatively with others to complete tasks. I can recognise changes in my body when I do exercise. 	<ul style="list-style-type: none"> I can show balance when changing direction. I can show hopping, skipping and jumping movements with some balance and control. I show balance and co-ordination when running at different speeds. I am beginning to turn and jump in an individual skipping rope. I am beginning to provide feedback using key words. I can work co-operatively with a partner and a small group. I can describe how my body feels during exercise. 				





		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Games	Overview	Children will develop their understanding of playing games. Children will practise and further develop fundamental movement skills through games. They will also learn how to score and play by the rules, how to work with a partner and begin to understand what a team is, as well as learning how to behave when winning and losing.						
	Physical	Running, balancing, changing direction, striking a ball, throwing						
	Social	Communication, cooperation, taking turns, supporting others, respect						
	Emotional	Honesty and fair play, managing emotions, perseverance						
	Thinking	Using tactics, decision making						
	Assessment	<ul style="list-style-type: none"> I am confident to try new activities. I ask for help if needed. I can handle equipment effectively. I can move confidently in a range of ways. I can safely negotiate space. I can show good control and co-ordination in small and large movements. I can talk about ways to keep healthy and safe. I know the importance for good health and physical exercise. I am sensitive to others' feelings. I play co-operatively, taking turns. I can talk about my own ideas and use them in response to a task. I understand and follow rules. 						





Gymnastics

EYFS

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

Gymnastics	Overview	Children explore basic movements, creating shapes, balances, jumps and rolls. They begin to develop an awareness of space and how to use it safely. They perform basic skills on both floor and apparatus. They copy, create, remember and repeat short sequences. They begin to understand using levels and directions when traveling and balancing.	Pupils learn to use space safely and effectively. They explore and develop basic gymnastic actions on the floor and using low apparatus. Basic skills of jumping, rolling, balancing and travelling are used individually and in combination to create movement phrases. Pupils are given opportunities to select their own actions to build short sequences and develop their confidence in performing. Pupils begin to understand the use of levels, directions and shapes when travelling and balancing.	Pupils learn explore and develop basic gymnastic actions on the floor and using apparatus. They develop gymnastic skills of jumping, rolling, balancing and travelling individually and in combination to create short sequences and movement phrases. Pupils develop an awareness of compositional devices when creating sequences to include the use of shapes, levels and directions. They learn to work safely with and around others and whilst using apparatus. Pupils are given opportunities to provide feedback to others and recognise elements of high-quality performance.	Pupils focus on improving the quality of their gymnastic movements. They are introduced to the terms 'extension' and 'body tension'. They develop the basic skills of rolling, jumping and balancing and use them individually and in combination. Pupils develop their sequence work, collaborating with others to use matching and contrasting actions and shapes and develop linking sequences smoothly with actions that flow. Pupils develop their confidence to perform, considering the quality and control of their actions.	Pupils create more complex sequences. They learn a wider range of travelling actions and include the use of pathways. They develop more advanced actions such as inverted movements and explore ways to include apparatus. They will demonstrate control in their behaviour to create a safe environment for themselves and others to work in. They work independently and in collaboration with a partner to create and develop sequences. Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances. In gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.	Pupils create longer sequences individually, with a partner and a small group. They learn a wider range of actions such as inverted movements to include cartwheels and handstands. They explore partner relationships such as canon and synchronisation and matching and mirroring. Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances. In gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.	Pupils use their knowledge of compositional principles e.g. how to use variations in level, direction and pathway, how to combine and link actions, how to relate to a partner and apparatus, when developing sequences. They build trust when working collaboratively in larger groups, using formations to improve the aesthetics of their performances. Pupils are given opportunities to receive and provide feedback in order to make improvements on performances. In gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.
	Physical	Shapes, balances, jumps, rock and roll, barrel roll, straight roll, progressions of a forward roll, travelling	Travelling, shapes, balances, jumps, barrel roll, straight roll, progressions of a forward roll	Shapes, balances, shape jumps, take-off and landing, travelling, barrel roll, straight roll, forwards roll	Individual point and patch balances, straight roll, barrel roll, forwards roll, straight jump, tuck jump, star jump, rhythmic gymnastics	Individual and partner balances, jumps using rotation, straight roll, barrel roll, forward roll, straddle roll, bridge, shoulder stand	Symmetrical and asymmetrical balances, straight roll, forward roll, backward roll, straddle roll, cartwheel, bridge, shoulder stand, handstand	Straddle roll, forward roll, backward roll, counterbalance, counter tension, group balances, cartwheel, bridge, shoulder stand, handstand, headstand, vault
	Social	Co-operation, taking turns, communication	Sharing, working safely,	Sharing equipment, working safely	Collaboration, communication, respect	Collaboration, communication, respect, responsibility	Collaboration, communication, respect, responsibility	Collaboration, communication, respect, responsibility
	Emotional	Confidence, determination	Confidence	Confidence, independence	Confidence	Confidence	Confidence	Confidence
	Thinking	Selecting and applying skills, creating sequences	Observing and providing feedback, selecting and applying skills	Observing and providing feedback, selecting and applying skills	Observing and providing feedback, selecting and applying skills, evaluating and improving	Observing and providing feedback, selecting and applying skills, evaluating and improving	Observing and providing feedback, selecting and applying skills, evaluating and improving	Observing and providing feedback, selecting and applying skills, evaluating and improving
	Assessment	<ul style="list-style-type: none"> I am confident to try new activities. I ask for help if needed. I can handle equipment effectively. I can move confidently in a range of ways. I can safely negotiate space. I can show good control and co-ordination in small and large movements. I can talk about ways to keep healthy and safe. I know the importance for good health and physical exercise. I am sensitive to others' feelings. I play co-operatively, taking turns. I can talk about my own ideas and use them in response to a task. I understand and follow rules. 	<ul style="list-style-type: none"> I can link simple actions together to create a sequence. I can remember and repeat actions and shapes. I am confident to perform in front of others. I can recognise changes in my body when I do exercise. I can say what I liked about someone else's performance. I can use apparatus safely and wait for my turn. I can make my body tense, relaxed, stretched and curled. 	<ul style="list-style-type: none"> I can plan and repeat simple sequences of actions. I can perform the basic gymnastic actions with some control and balance. I am proud of my work and confident to perform in front of others. I can describe how my body feels during exercise. I am beginning to provide feedback using key words. I can work safely with others and apparatus. I can use shapes when performing other skills. I can use directions and levels to make my work look interesting. 	<ul style="list-style-type: none"> 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 understand the benefits of exercise. I can provide feedback using key words. With help, I can recognise how performances could be improved. I can move in unison with a partner. 	<ul style="list-style-type: none"> I can plan and perform sequences with a partner that include a change of level and shape. I understand how body tension can improve the control and quality of my movements. 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. I can safely perform balances individually and with a partner. 	<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 and synchronisation, and matching and mirroring when performing with a partner and a group and say how it affects the performance. I can use set criteria to make simple judgments about performances and suggest ways they could be improved. I can use feedback provided to improve my work. 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. 	<ul style="list-style-type: none"> 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 can work collaboratively with others to create a sequence. I understand what counterbalance 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 can use appropriate language to evaluate and refine my own and others' work. I can use feedback provided to improve the quality of my work. I understand how to work safely when learning a new skill. I can lead a small group through a short warm-up routine.





Hockey

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Overview				<p>Pupils will learn to contribute to the game by helping to keep possession of the ball, use simple attacking tactics using sending, receiving and dribbling a ball.</p> <p>They will start by playing uneven and then move onto even sided games.</p> <p>They will begin to think about defending and winning the ball.</p> <p>Pupils will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition.</p> <p>Pupils will understand the importance of playing fairly and keeping to the rules.</p> <p>They will be encouraged to be a supportive teammate and identify why this behaviour is important.</p>	<p>Pupils will learn to contribute to the game by helping to keep possession of the ball, use simple attacking tactics using sending, receiving and dribbling a ball.</p> <p>They will start by playing uneven and then move onto even sided games.</p> <p>They will begin to think about defending and winning the ball.</p> <p>Pupils will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition.</p> <p>Pupils will understand the importance of playing fairly and keeping to the rules.</p> <p>They will be encouraged to be a supportive teammate and identify why this behaviour is important.</p>	<p>Pupils will improve their defending and attacking play, developing further knowledge of the principles and tactics of each.</p> <p>Pupils will begin to develop consistency and control in dribbling, passing and receiving a ball.</p> <p>They will also learn the basics of goalkeeping.</p> <p>Pupils will evaluate their own and other's performances, suggesting improvements.</p> <p>They will learn the importance of playing games fairly, abiding by the rules of the game and being respectful of their teammates, opponents and referees.</p>	<p>Pupils will improve their defending and attacking play, developing further knowledge of the principles and tactics of each.</p> <p>Pupils will begin to develop consistency and control in dribbling, passing and receiving a ball. They will also learn the basics of goalkeeping.</p> <p>Pupils will evaluate their own and other's performances, suggesting improvements.</p> <p>They will learn the importance of playing games fairly, abiding by the rules of the game and being respectful of their teammates, opponents and referees.</p>
Physical				Dribbling, passing, receiving, intercepting, tackling	Dribbling, passing, receiving, intercepting, tackling	Dribbling, passing, ball control, tracking, jockeying, turning, goalkeeping	Dribbling, passing, ball control, tracking, jockeying, turning, goalkeeping
Social				Communication, collaboration, inclusion	Communication, collaboration, inclusion	Communication, collaboration, cooperation, respect	Communication, collaboration, cooperation, respect
Emotional				Honesty, perseverance, empathy	Honesty, perseverance, empathy	Honesty, perseverance	Honesty, perseverance
Thinking				Planning strategies and using tactics, observing and providing feedback, decision making	Planning strategies and using tactics, observing and providing feedback, decision making	Selecting and applying tactics, decision making	Selecting and applying tactics, decision making
Assessment				<ul style="list-style-type: none"> I can dribble, pass, receive and shoot the ball with some control. I can find space away from others and near to my goal. I can move with a ball towards goal with increasing control. I can track an opponent to slow them down. I understand the benefits of exercise. 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. I am learning the rules of the game and I am beginning to use them to play fairly. I am beginning to use simple tactics. 	<ul style="list-style-type: none"> 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 goals. I can delay an opponent and help to prevent the other team from scoring. I can explain what happens to my body when I exercise and how this helps to make me healthy. I share ideas and work with others to manage our game. 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. 	<ul style="list-style-type: none"> 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. 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 use tracking, tackling and intercepting when playing in defence. 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 most of the time. I understand the need for tactics and can identify when to use them in different situations. 	<ul style="list-style-type: none"> 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. I understand that there are different areas of fitness and how this helps me in different activities. I can work in collaboration with others so that games run smoothly. 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 use the rules of the game consistently to play honestly and fairly. I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.





Introduction to PE

	Overview	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Overview	<p>Children will be introduced to Physical Education.</p> <p>They will spend time learning basic principles of a PE lesson such as finding space, freezing on command, using and sharing equipment and working individually, with a partner and group.</p> <p>They will take part in activities, which will develop fundamental movement skills such as running, jumping, skipping.</p> <p>Children will also play simple games and begin to understand and use rules.</p>						
Physical	Moving safely, running, jumping, throwing, catching, following a path, rolling						
Social	Sharing, taking turns, leadership, encouraging and supporting others, responsibility						
Emotional	Perseverance, confidence, honesty and fair play						
Thinking	Decision making, selecting and applying actions, understanding and using rules						
Assessment	<ul style="list-style-type: none"> I am confident to try new activities. I ask for help if needed. I can handle equipment effectively. I can move confidently in a range of ways. I can safely negotiate space. I can show good control and co-ordination in small and large movements. I can talk about ways to keep healthy and safe. I know the importance for good health and physical exercise. I am sensitive to others' feelings. I play co-operatively, taking turns. I can talk about my own ideas and use them in response to a task. I understand and follow rules. 						





Invasion

EYFS

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

Invasion	Overview	<p>Pupils develop the basic skills required in invasion games such as sending, receiving and dribbling a ball.</p> <p>They develop their understanding of attacking and defending and what being 'in possession' means.</p> <p>They have the opportunity to play uneven and even sided games.</p> <p>They learn how to score points in these types of games and how to play to the rules.</p> <p>They work independently, with a partner and in a small group and begin to self-manage their own games, showing respect and kindness towards their teammates and opponents.</p>	<p>Pupils develop the basic skills required in invasion games such as sending, receiving and dribbling a ball.</p> <p>They develop their understanding of attacking and defending and what being 'in possession' means.</p> <p>They have the opportunity to play uneven and even sided games.</p> <p>They learn how to score points in these types of games and how to play to the rules.</p> <p>They work independently, with a partner and in a small group and begin to self-manage their own games, showing respect and kindness towards their teammates and opponents.</p>				
	Physical	Throwing, catching, kicking, dribbling with hands and feet, dodging	Throwing, catching, kicking, dribbling with hands and feet, dodging				
	Social	Co-operation, communication, supporting and encouraging others, respect and kindness	Co-operation, communication, supporting and encouraging others, respect and kindness				
	Emotional	Honesty, fair play, managing emotions	Honesty, fair play, managing emotions				
	Thinking	Connecting information, decision making, recalling information	Connecting information, decision making, recalling information				
	Assessment	<ul style="list-style-type: none"> I can send and receive a ball with hands and feet. I can change direction to move away from a defender. I can recognise space when playing games. I move my feet to stay with another player when defending. I recognise changes in my body when I do exercise. I can use simple rules to play fairly. I understand when I am a defender and when I am an attacker. I know when I am successful. 	<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. 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. I can describe how my body feels during exercise. 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

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Overview		<p>Pupils will be introduced to the basic skills required in Net and Wall games.</p> <p>Pupils will learn the importance of the ready position.</p> <p>They will develop throwing, catching and racket skills, learning to track and hit a ball.</p> <p>They will learn to play against an opponent and over a net.</p> <p>They will begin to use rules and simple tactics when playing against a partner.</p> <p>They will be encouraged to demonstrate good sportsmanship and show respect towards others.</p>	<p>Pupils will be introduced to the basic skills required in Net and Wall games.</p> <p>Pupils will learn the importance of the ready position.</p> <p>They will develop throwing, catching and racket skills, learning to track and hit a ball.</p> <p>They will learn to play against an opponent and over a net.</p> <p>They will begin to use rules and simple tactics when playing against a partner.</p> <p>They will be encouraged to demonstrate good sportsmanship and show respect towards others.</p>				
Physical		Throwing, catching, hitting a ball, tracking a ball	Throwing, catching, hitting a ball, tracking a ball				
Social		Respect, communication	Respect, communication				
Emotional		Honesty and fair play, determination	Honesty and fair play, determination				
Thinking		Decision making, using simple tactics, recalling information, comprehension	Decision making, using simple tactics, recalling information, comprehension				
Assessment		<ul style="list-style-type: none"> I can hit a ball using a racket. I can throw a ball to land over the net and into the court area. I can use a ready position to move to the ball. I can track balls and other equipment sent to me. I recognise changes in my body when I do exercise. I know how to score points. I show honesty and fair play when playing against an opponent. 	<ul style="list-style-type: none"> 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. I can describe how my body feels during exercise. I can use simple 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. 				





Netball

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Overview				<p>Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, throwing, catching and shooting.</p> <p>They will learn to use a range of different passes in different situations to keep possession and attack towards goal.</p> <p>Pupils will learn about defending and attacking play as they begin to play even-sided versions of 5-a-side Netball.</p> <p>They will learn key rules of the game such as footwork, held ball, contact and obstruction.</p>	<p>Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, throwing, catching and shooting.</p> <p>They will learn to use a range of different passes in different situations to keep possession and attack towards goal.</p> <p>Pupils will learn about defending and attacking play as they begin to play even-sided versions of 5-a-side Netball.</p> <p>They will learn key rules of the game such as footwork, held ball, contact and obstruction.</p>	<p>Pupils will develop defending and attacking play during even sided 5-a-side netball.</p> <p>Pupils will learn to use a range of different passes to keep possession and attack towards a goal.</p> <p>Pupils will be encouraged to work collaboratively to think about how to use skills, strategies and tactics to outwit the opposition.</p> <p>They will start to show control and fluency when passing, receiving and shooting the ball.</p> <p>They will learn key rules of the game such as footwork, held ball, contact and obstruction.</p> <p>Pupils also develop their understanding of the importance of fair play and honesty while self-managing games.</p>	<p>Pupils will develop defending and attacking play during even sided 5-a-side netball.</p> <p>Pupils will learn to use a range of different passes to keep possession and attack towards a goal.</p> <p>Pupils will be encouraged to work collaboratively to think about how to use skills, strategies and tactics to outwit the opposition.</p> <p>They will start to show control and fluency when passing, receiving and shooting the ball.</p> <p>They will learn key rules of the game such as footwork, held ball, contact and obstruction.</p> <p>Pupils also develop their understanding of the importance of fair play and honesty while self-managing games.</p>
Physical				Passing, catching, footwork, intercepting, shooting	Passing, catching, footwork, intercepting, shooting	Passing, catching, footwork, intercepting, shooting	Passing, catching, footwork, intercepting, shooting
Social				Working safely, communication, collaboration	Working safely, communication, collaboration	Communication, collaboration	Communication, collaboration
Emotional				Honesty, perseverance	Honesty, perseverance	Honesty, perseverance	Honesty, perseverance
Thinking				Planning strategies and using tactics, observing and providing feedback	Planning strategies and using tactics, observing and providing feedback	Planning strategies and using tactics, observing and providing feedback, decision making	Planning strategies and using tactics, observing and providing feedback, decision making
Assessment				<ul style="list-style-type: none"> I can pass, receive and shoot the ball with some control. I can communicate with my team and move into space to support them. I can move with a ball towards goal with increasing control. I can defend an opponent and try to win the ball. I understand the benefits of exercise. I work cooperatively with my group self-manage games. 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 to play honestly and fairly. I am beginning to use simple tactics. 	<ul style="list-style-type: none"> 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. I can explain what happens to my body when I exercise and how this helps to make me healthy. I share ideas and work with others to manage our game. 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. 	<ul style="list-style-type: none"> 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 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 stay with an opponent and I confident to attempt to intercept. 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 most of the time. I understand the need for tactics and can identify when to use them in different situations. 	<ul style="list-style-type: none"> I can 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, and/or interception to improve my defence. I understand that there are different areas of fitness and how this helps me in different activities. I can work in collaboration with others so that games run smoothly. 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 use the rules of the game consistently to play honestly and fairly. I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.





Rounders

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Overview				<p>Pupils learn how to score points by striking a ball into space and running around cones or bases.</p> <p>When fielding, they learn how to play in different fielding roles.</p> <p>They focus on developing their throwing, catching and batting skills.</p> <p>In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition.</p> <p>Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.</p>	<p>Pupils learn how to score points by striking a ball into space and running around cones or bases.</p> <p>When fielding, they learn how to play in different fielding roles.</p> <p>They focus on developing their throwing, catching and batting skills.</p> <p>In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition.</p> <p>Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.</p>	<p>Pupils develop the quality and consistency of their fielding skills and understanding of when to use them such as throwing underarm and overarm, catching and retrieving a ball.</p> <p>They learn how to play the different roles of bowler, backstop, fielder and batter and to apply tactics in these positions.</p> <p>In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition.</p> <p>Pupils work with a partner and group to organise and self-manage their own games. Pupils play with honesty and fair play when playing competitively.</p>	<p>Pupils develop the quality and consistency of their fielding skills and understanding of when to use them such as throwing underarm and overarm, catching and retrieving a ball.</p> <p>They learn how to play the different roles of bowler, backstop, fielder and batter and to apply tactics in these positions.</p> <p>In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition.</p> <p>Pupils work with a partner and group to organise and self-manage their own games.</p> <p>Pupils play with honesty and fair play when playing competitively.</p>
Physical				Underarm and overarm throwing, catching, tracking a ball, fielding a ball, batting	Underarm and overarm throwing, catching, tracking a ball, fielding a ball, batting	Throwing and catching tracking, fielding and retrieving a ball, batting	Throwing and catching tracking, fielding and retrieving a ball, batting
Social				Communication, collaboration, respect, supporting and encouraging others	Communication, collaboration, respect, supporting and encouraging others	Organising and self-managing games, respect, supporting and encouraging others, communicating ideas and reflecting with others	Organising and self-managing games, respect, supporting and encouraging others, communicating ideas and reflecting with others
Emotional				Honesty and fair play, confident to take risks, managing emotions	Honesty and fair play, confident to take risks, managing emotions	Honesty and fair play, confident to take risks, managing emotions	Honesty and fair play, confident to take risks, managing emotions
Thinking				Observing and providing feedback, decision making, using tactics	Observing and providing feedback, decision making, using tactics	Using tactics, identifying how to improve, selecting skills	Using tactics, identifying how to improve, selecting skills
Assessment				<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 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 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. 	<ul style="list-style-type: none"> 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. 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. 	<ul style="list-style-type: none"> I am beginning to strike a ball with a rounders bat. I am developing a wider range of fielding skills and I am beginning to use these under some pressure. 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 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 work co-operatively with others to manage our game. 	<ul style="list-style-type: none"> I can strike a bowled ball with increasing consistency. I can use a wider range of skills with increasing control under pressure. I can use the rules of the game consistently to play fairly. I understand and can 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. I can work in collaboration with others so that games run smoothly. I can work collaboratively with others to get batters out.





Sending and receiving

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Overview		<p>Pupils will develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball.</p> <p>They will also use equipment to send and receive a ball.</p> <p>Pupils will be given opportunities to work with a range of different sized balls.</p> <p>They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities.</p> <p>They will understand the importance of abiding by rules to keep themselves and others safe.</p>	<p>Pupils will develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball.</p> <p>They will also use equipment to send and receive a ball.</p> <p>Pupils will be given opportunities to work with a range of different sized balls.</p> <p>They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities.</p> <p>They will understand the importance of abiding by rules to keep themselves and others safe.</p>				
Physical		Rolling, kicking, throwing, catching, tracking	Rolling, kicking, throwing, catching, tracking				
Social		Cooperation, communication, keeping others safe	Cooperation, communication, keeping others safe				
Emotional		Perseverance, challenging myself	Perseverance, challenging myself				
Thinking		Identifying how to improve, transferring skills	Identifying how to improve, transferring skills				
Assessment		<ul style="list-style-type: none"> 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. I can work co-operatively with a partner. I can recognise changes in my body when I do exercise. 	<ul style="list-style-type: none"> I am beginning to trap and cushion a ball that is coming towards me. I can accurately kick a ball to a partner. I can catch a ball passed to me, with and without a bounce. I can roll a ball to hit a target. I can accurately throw a ball to a partner. I can track a ball and stop it using my hands and feet. I am beginning to provide feedback using key words. I can work safely to send a ball towards a partner using a piece of equipment. I can describe how my body feels during exercise. I can work co-operatively with a partner and a small group. 				





Striking and fielding

EYFS

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

Overview		<p>Pupils develop their basic understanding of striking and fielding games such as Rounders and Cricket.</p> <p>They learn skills including throwing and catching, stopping a rolling ball, retrieving a ball and striking a ball.</p> <p>They are given opportunities to play one against one, one against two, and one against three.</p> <p>They learn how to score points and how to use simple tactics.</p> <p>They learn the rules of the games and use these to play fairly.</p> <p>They show respect towards others when playing competitively and develop communication skills.</p>	<p>Pupils develop their basic understanding of striking and fielding games such as Rounders and Cricket.</p> <p>They learn skills including throwing and catching, stopping a rolling ball, retrieving a ball and striking a ball.</p> <p>They are given opportunities to play one against one, one against two, and one against three.</p> <p>They learn how to score points and how to use simple tactics.</p> <p>They learn the rules of the games and use these to play fairly.</p> <p>They show respect towards others when playing competitively and develop communication skills.</p>				
Physical		Throwing, catching, retrieving a ball, tracking a ball, striking a ball	Throwing, catching, retrieving a ball, tracking a ball, striking a ball				
Social		Communication, supporting and encouraging others, consideration of others	Communication, supporting and encouraging others, consideration of others				
Emotional		Perseverance, honesty and fair play	Perseverance, honesty and fair play				
Thinking		Using tactics, selecting and applying skills, decision making	Using tactics, selecting and applying skills, decision making				
Assessment		<ul style="list-style-type: none"> I can catch a beanbag and a medium-sized ball. I can roll a ball towards a target. I can strike a ball using my hand. I can track a ball that is coming towards me. I understand the rules and I am beginning to use these to play fairly. I can recognise changes in my body when I do exercise. I say what I liked about someone else's performance. I show honesty and fair play when playing against an opponent. I know how to score points. 	<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 sometimes hit a ball using a racket. I can track a ball and collect it. I understand the rules of the game and can use these to play fairly in a small group. 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. 				



Inspiring minds through opportunity





Beginners

Developers

Intermediate

Swimming

Overview	<p>This unit is aimed at beginner swimmers. In this unit pupils will learn about water safety and enjoy being in the water.</p> <p>They will learn how to travel, float and submerge with increasing confidence.</p> <p>Pupils will begin to learn to use legs and arms to propel them.</p> <p>Pupils will be given the opportunity to work independently and with others.</p> <p>They will develop confidence to persevere with new and challenging situations.</p>	<p>This unit is aimed at developing swimmers.</p> <p>In this unit, pupils will be introduced to specific swimming strokes on their front and on their back.</p> <p>They will learn how to travel, float and submerge with increasing confidence.</p> <p>They will learn and use different kicking and arm actions.</p> <p>Pupils will be given opportunities to observe others and provide feedback.</p> <p>They will also be introduced to some personal survival skills and how to stay safe around water.</p>	<p>This unit is aimed at intermediate swimmers.</p> <p>Pupils focus on swimming more fluently and with increased confidence and control.</p> <p>Pupils work to improve their swimming strokes, learn personal survival techniques and how to stay safe around water.</p> <p>Pupils have to keep afloat and propel themselves through the water.</p> <p>Pupils are given the opportunity to be creative, designing their own personal survival course and creating a synchronised swimming sequence.</p> <p>Pupils take part in team games, collaborating and communicating with others.</p>
Physical	Float, travel, submerge, kick with legs, pull with arms, glide	Submersion, floating, gliding, front crawl, backstroke, breaststroke, rotation, sculling, treading water, handstands, surface dives, H.E.L.P and huddle position	Rotation, sculling, treading water, gliding, front crawl, backstroke, breaststroke, surface dives, floating, H.E.L.P and huddle positions
Social	Cooperation, supporting others	Communication, supporting and encouraging others, keeping myself and others safe	Communication, supporting and encouraging others
Emotional	Confidence, determination, challenging myself	Confidence	Determination
Thinking	Using tactics, creating actions	Comprehension, planning tactics	Creating, decision making, using tactics
Assessment	<p><i>Easier</i></p> <ul style="list-style-type: none"> I can explain a pool rule that helps me to stay safe. 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 and can demonstrate what to do if I fall into water. <p><i>Harder</i></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 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. I know several pool rules and can explain how they help me to stay safe. 	<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"> 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

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Overview				<p>Pupils will learn to keep possession of the ball using attacking skills.</p> <p>They will play uneven and then even sided games, developing strategies and social skills to self-manage games.</p> <p>Pupils will understand the importance of playing fairly and keeping to the rules.</p> <p>Pupils will think about how to use skills, strategies and tactics to outwit the opposition.</p> <p>They will learn how to evaluate their own and others' performances and suggest improvements.</p>	<p>Pupils will learn to keep possession of the ball using attacking skills.</p> <p>They will play uneven and then even sided games, developing strategies and social skills to self-manage games.</p> <p>Pupils will understand the importance of playing fairly and keeping to the rules.</p> <p>Pupils will think about how to use skills, strategies and tactics to outwit the opposition.</p> <p>They will learn how to evaluate their own and others' performances and suggest improvements.</p>	<p>Pupils will develop key skills and principles such as defending, attacking, throwing, catching, running and dodging.</p> <p>When attacking, pupils will support the ball carrier using width and drawing defence.</p> <p>When defending, pupils learn how to tag, how to track and slow down an opponent, working as a defensive unit.</p> <p>They will play collaboratively in both uneven and then even sided games.</p> <p>Pupils will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition.</p> <p>They develop their understanding of the importance of fair play and honesty while self-managing games, as well as developing their ability to evaluate their own and others' performances.</p>	<p>Pupils will develop key skills and principles such as defending, attacking, throwing, catching, running and dodging.</p> <p>When attacking, pupils will support the ball carrier using width and drawing defence.</p> <p>When defending, pupils learn how to tag, how to track and slow down an opponent, working as a defensive unit.</p> <p>They will play collaboratively in both uneven and then even sided games.</p> <p>Pupils will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition.</p> <p>They develop their understanding of the importance of fair play and honesty while self-managing games, as well as developing their ability to evaluate their own and others' performances.</p>
Physical				Passing, catching, dodging, tagging, scoring	Passing, catching, dodging, tagging, scoring	Throwing, catching, running, dodging, tagging, scoring	Throwing, catching, running, dodging, tagging, scoring
Social				Communication, collaboration, inclusion	Communication, collaboration, inclusion	Communication, collaboration	Communication, collaboration
Emotional				Honesty, perseverance, confidence	Honesty, perseverance, confidence	Honesty, perseverance, confidence	Honesty, perseverance, confidence
Thinking				Planning strategies and using tactics, observing and providing feedback	Planning strategies and using tactics, observing and providing feedback	Planning strategies and using tactics, observing and providing feedback, decision making	Planning strategies and using tactics, observing and providing feedback, decision making
Assessment				<ul style="list-style-type: none"> I can pass and receive the ball with some control. I can communicate with my team and move into space to help them. 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 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. I am learning the rules of the game and I am beginning to use them to play honestly. 	<ul style="list-style-type: none"> 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 can explain what happens to my body when I exercise and how this helps to make me healthy. I share ideas and work with others to manage our game. 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. 	<ul style="list-style-type: none"> I can pass, receive and shoot the ball with some control under pressure. 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 score. I can often make the correct decision of who to pass to and when. I can tag opponents and close down space. 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 most of the time. I understand the need for tactics and can identify when to use them in different situations. 	<ul style="list-style-type: none"> I can pass and receive 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 tag opponents individually and when working within a unit. I understand that there are different areas of fitness and how this helps me in different activities. I can work in collaboration with others so that games run smoothly. 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 use the rules of the game consistently to play honestly and fairly. I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.





Team building / OAA

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Overview		Pupils develop their communication and problem-solving skills. They work individually, in pairs and in small groups, learning to take turns, work collaboratively and lead each other. They are given the opportunity to discuss and plan their ideas.	Pupils develop their communication and problem-solving skills. They work individually, in pairs and in small groups. Throughout, there is an emphasis on teamwork. They learn to discuss, plan and reflect on ideas and strategies. They lead a partner whilst considering safety. Pupils have the opportunity to show honesty and fair play.	Pupils develop problem solving skills through a range of challenges. Pupils work as a pair and small group to plan, solve, reflect and improve on strategies. They learn to be inclusive of others and work collaboratively to overcome challenges. Pupils learn to orientate a map, identify key symbols and follow routes.	Pupils develop problem solving skills through a range of challenges. Pupils work as a pair and small group to plan, solve, reflect and improve on strategies. They learn to be inclusive of others and work collaboratively to overcome challenges. Pupils learn to orientate a map, identify key symbols and follow routes.	Pupils develop teamwork skills through completion of a number of challenges. Pupils work individually, collaboratively in pairs and groups to solve problems. They are encouraged to be inclusive of others, share ideas to create strategies and plans to produce the best solution to a challenge. Pupils are also given the opportunity to lead a small group. Pupils learn to orientate and navigate using a map.	Pupils develop teamwork skills through completion of a number of challenges. Pupils work individually, collaboratively in pairs and groups to solve problems. They are encouraged to be inclusive of others, share ideas to create strategies and plans to produce the best solution to a challenge. Pupils are also given the opportunity to lead a small group. Pupils learn to orientate and navigate using a map.
Physical		Balancing, travelling	Balancing, travelling, jumping	Balance, running	Balance, running	Stamina, running	Stamina, running
Social		Communication, sharing ideas, inclusion, encouraging and supporting others	Communication, listening inclusion, leading	Communication, teamwork, trust, inclusion, listening	Communication, teamwork, trust, inclusion, listening	Communication, teamwork, trust, inclusion, listening	Communication, teamwork, trust, inclusion, listening
Emotional		Confidence, trust, honesty	Trust, honesty, fair play, acceptance	Confidence	Confidence	Confidence	Confidence
Thinking		Decision making, using tactics, providing instructions, planning, problem solving	Decision making, planning, problem solving	Planning, map reading, decision making, problem solving	Planning, map reading, decision making, problem solving	Planning, map reading, decision making, problem solving	Planning, map reading, decision making, problem solving
Assessment		<ul style="list-style-type: none"> I can follow instructions. I can communicate simple instructions. I can suggest ideas to solve tasks. I can listen to others' ideas. I understand the rules of the game. I can work with a partner and a small group. I can follow a simple diagram/map. 	<ul style="list-style-type: none"> I can follow instructions carefully. 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 show honesty and can play fairly. I understand how to use, follow and create a simple diagram/map. 	<ul style="list-style-type: none"> I can follow and give instructions. I can listen to and am accepting of others' ideas. I can plan and attempt to apply strategies to solve problems. I can reflect on when I was successful at solving challenges and am beginning to understand why. I can work collaboratively with a partner and a small group. I am developing map reading skills. 	<ul style="list-style-type: none"> I can accurately follow and give instructions. I can confidently communicate my ideas and listen to others. I can plan and apply strategies to solve problems. I can reflect on when and why I was successful at solving challenges. I can work collaboratively and effectively with a partner and a small group. I can identify key symbols on a map and use a key to help navigate around a grid. 	<ul style="list-style-type: none"> I can use critical thinking skills to approach a task. I can reflect on when I was successful at solving challenges and alter my methods in order to improve. I am inclusive of others and can share job roles. I can work effectively with a partner and a small group, sharing ideas and agreeing on a team strategy. I can navigate around a course using a map. I can orientate a map confidently. 	<ul style="list-style-type: none"> I can pool ideas within a group, selecting and applying the best method to solve a problem. I can use critical thinking skills to form ideas and strategies to solve challenges. I can reflect on when and how I was successful at solving challenges and alter my methods in order to improve. 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. I can orientate a map efficiently to navigate around a course.





Tennis

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Overview				<p>Pupils develop the key skills required for tennis such as the ready position, racket control and hitting a ball.</p> <p>They learn how to score points and how to use skills, simple strategies and tactics to outwit the opposition.</p> <p>Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules.</p>	<p>Pupils develop the key skills required for tennis such as the ready position, racket control and forehand and backhand ground strokes.</p> <p>Pupils learn how to score points and how to use skills, strategies and tactics to outwit the opposition.</p> <p>Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules.</p>	<p>Pupils develop their competencies in racket skills when playing Tennis.</p> <p>They learn specific skills such as a forehand, backhand, volley and underarm serve.</p> <p>Pupils are given opportunities to work cooperatively with others and show honesty and fair play when abiding by the rules.</p> <p>Pupils develop their tactical awareness, learning how to outwit an opponent.</p>	<p>Pupils develop their racket skills when playing tennis.</p> <p>They learn specific skills such as a forehand, backhand, volley and underarm serve.</p> <p>Pupils develop their tactical awareness including how to play with a partner and against another pair.</p> <p>They are encouraged to show respect for their teammates as well as their opponents when self-managing games. Pupils are also given opportunities to reflect on their own and other's performances and identify areas to improve.</p>
Physical				Forehand, backhand, throwing, catching, ready position	Forehand, backhand, throwing, catching, ready position	Forehand groundstroke, backhand groundstroke, forehand volley, backhand volley, underarm serve	Forehand groundstroke, backhand groundstroke, forehand volley, backhand volley, underarm serve, split step
Social				Respect, collaboration, supporting others	Respect, collaboration, supporting others	Respect, communication, collaboration	Respect, communication, collaboration
Emotional				Honesty, perseverance	Honesty, perseverance	Honesty and fair play, determination	Honesty, perseverance
Thinking				Decision making, using tactics, understanding rules	Decision making, selecting and applying skills and tactics, understanding rules	Decision making, selecting and applying tactics	Decision making, selecting and applying tactics, evaluating and improving
Assessment				<ul style="list-style-type: none"> I can return a ball to a partner. I am learning the rules of the game and I am beginning to use them to play honestly. I understand the benefits of exercise. I can provide feedback using key words. I work cooperatively with my group to self-manage games. I can use basic racket skills. I understand the aim of the game. 	<ul style="list-style-type: none"> I can sometimes play a continuous game. 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. I can use a range of basic racket skills. I can return to the ready position to defend my own court. 	<ul style="list-style-type: none"> 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 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 work co-operatively with others to manage our game. I understand there are different skills for different situations, and I am beginning to apply this. I can play cooperatively with a partner. 	<ul style="list-style-type: none"> I can use a wider range of skills with increasing control under pressure. I can use the rules of the game consistently to play honestly and fairly. 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 work in collaboration with others so that games run smoothly. I can select the appropriate action for the situation and make this decision quickly. I can play cooperatively with a partner.

