



Whinstone Primary School

PE CURRICULUM

INTENT

At Whinstone Primary School, we aim to develop children who will be physically active and can flourish in broad and balanced PE curriculum. We believe physical education develops skills and capabilities necessary for mental, emotional, social and physical well-being in our children now and for their future. PE at Whinstone encourages pupils to enjoy being physically active whilst developing a variety of their skills in a range of activities. Efforts are made by staff to encourage and provide pupils the opportunity to participate in numerous sporting clubs, sports day and festivals where they are encouraged to work with others and develop their sense of sportsmanship and fair play.

In KSI, children develop their fundamental movement skills in a broad range of activities such as basketball, hockey, tennis and athletics. They also have the opportunity to engage in competitive and challenging situations as an individual and with others. They are taught to master basic movements such as running, jumping, throwing and catching along with balance, agility and co-ordination. They also develop simple tactics of attacking and defending in team games as well as perform simple movement patterns in activities such as dance and gymnastics.

In KS2, children will continue to apply and develop a broader range of skills in activities already covered at KSI along with additional sports such as fitness, tag rugby, swimming and cricket. They will develop their flexibility, strength, technique, control and balance within these activities. Children enjoy communicating and competing with each other as well as finding different ways to link actions and sequences of movement. Children develop an understanding of how they can improve in physical activities as well as be able to evaluate their own performance. Children participate in modified competitive games and apply basic tactics and strategies in various situations.

At Whinstone we aim for all pupils leaving us to be physically literate and enamoured with the knowledge and motivation necessary to equip them for a healthy lifestyle and lifelong participation in physical activity and sport.

IMPLEMENTATION

Physical Education is taught as an area of learning in its own right as well as integrated with other curriculum areas where appropriate and especially where we can promote healthy lifestyles. It is timetabled to be taught for two sessions per week. Key skills taught include: outwitting opponents, accurate replication of actions, performing at maximum levels and exercising safely and effectively, the table below shows topics/sports these skills are focused on (though there is still mention of all skills in all topics/sports).

Outwitting Opponent			Accurate Replication of Actions		Performing at Maximum Levels	Exercise Safely and Effectively
Invasion games	Striking and Fielding games	Net games	Dance	Gymnastics	Athletics	Multi-skills / Fitness

IMPACT:

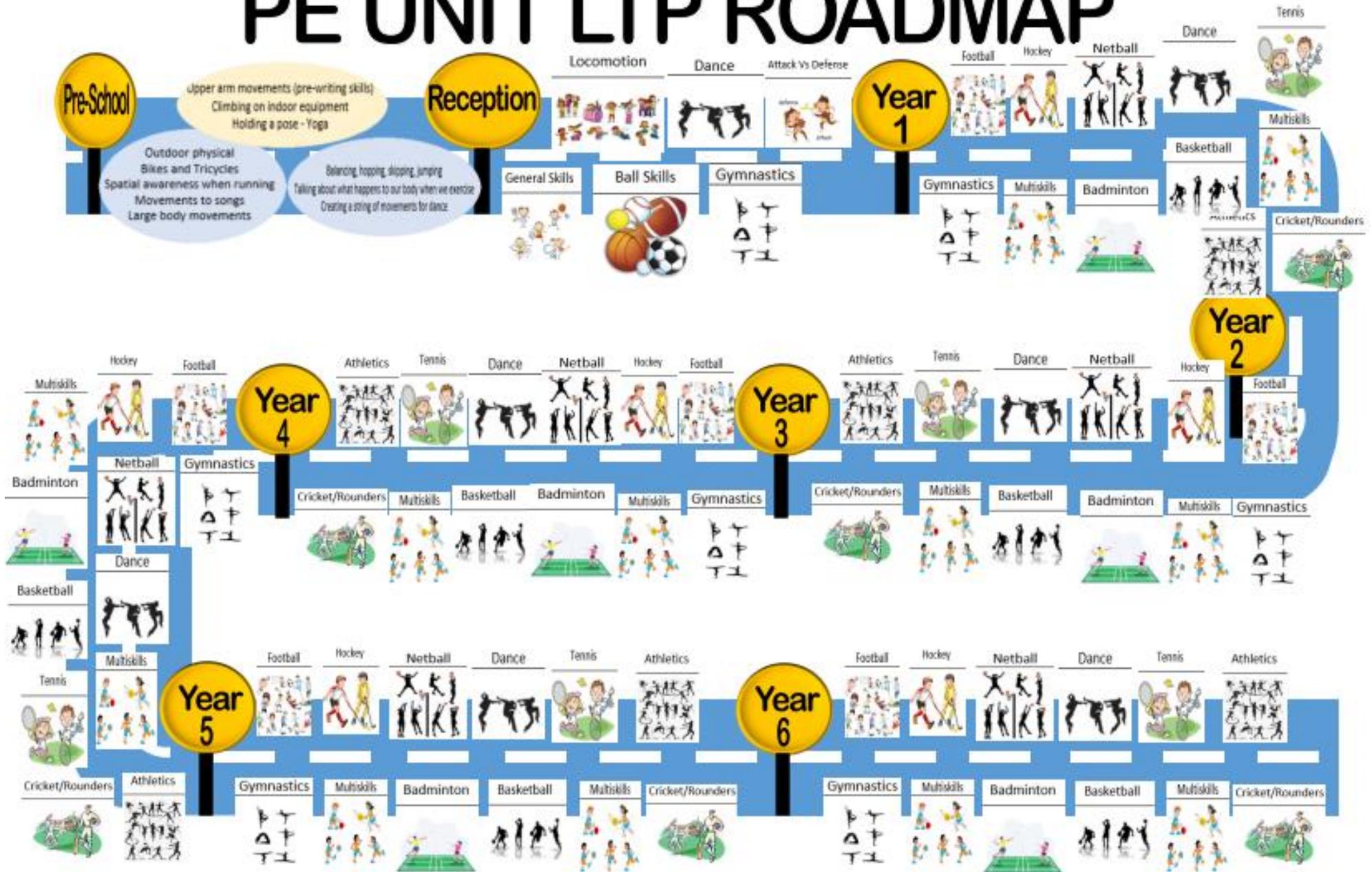
At Whinstone Primary School, our PE curriculum has a significant and lasting impact on pupils' physical development, personal well-being and attitudes towards lifelong physical activity. Through a broad, balanced and progressive programme, children leave Whinstone physically literate, confident and motivated to participate in a wide range of sports and healthy activities both in and beyond school.

In KS1, pupils develop secure fundamental movement skills which form the foundation for later success. They build confidence in running, jumping, throwing, catching and balancing, enabling them to take part competently in a variety of games and performance activities. Pupils demonstrate improved coordination and increasing awareness of simple tactics, teamwork and fair play.

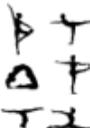
By the end of KS2, pupils apply these skills with greater accuracy, control and fluency across an extended range of sports including swimming, fitness, tag rugby and cricket. They communicate effectively, collaborate in teams and develop resilience when faced with competitive and challenging situations. Children learn to evaluate their own performance, set personal goals and understand how to maintain and improve their physical health.

Participation in clubs, festivals and sports days enhances pupils' enjoyment, confidence and sense of belonging. Our pupils leave Whinstone equipped with the knowledge, skills and positive attitudes needed for a healthy, active lifestyle and lifelong engagement in sport.

PE UNIT LTP ROADMAP



PE UNIT -LONG TERM PLAN – UNIT TRACKER:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Preschoo	<p>Outdoor physical Bikes and Tricycles Spatial awareness when running Movements to songs Large body movements</p>		<p>Upper arm movements (pre-writing skills) Climbing on indoor equipment Holding a pose - Yoga</p>		<p>Balancing, hopping, skipping, jumping Talking about what happens to our body when we exercise Creating a string of movements for dance</p>	
Reception	<p>General Skills</p> 	<p>Locomotion</p> 	<p>Ball Skills</p> 	<p>Dance</p> 	<p>Gymnastics</p> 	<p>Attack Vs Defense</p> 
Key Stage 1	<p>Football</p> 	<p>Hockey</p> 	<p>Netball</p> 	<p>Dance</p> 	<p>Tennis</p> 	<p>Cricket/Rounders</p> 
	<p>Gymnastics</p> 	<p>Multiskills</p> 	<p>Badminton</p> 	<p>Basketball</p> 	<p>Multiskills</p> 	<p>Athletics</p> 
Key Stage 2	<p>Football</p> 	<p>Hockey</p> 	<p>Netball</p> 	<p>Dance</p> 	<p>Tennis</p> 	<p>Cricket/Rounders</p> 
	<p>Gymnastics</p> 	<p>Fitness</p> 	<p>Badminton</p> 	<p>Basketball</p> 	<p>Tag Rugby</p> 	<p>Athletics</p> 

PE Long Term Plan – Preschool – Year 6 Curriculum Overview:

	<u>Autumn 1a</u>	<u>Autumn 1b</u>	<u>Autumn 2a</u>	<u>Autumn 2b</u>	<u>Spring 1a</u>	<u>Spring 1b</u>	<u>Spring 2a</u>	<u>Spring 2b</u>	<u>Summer 1a</u>	<u>Summer 1b</u>	<u>Summer 2a</u>	<u>Summer 2b</u>
<u>Preschool</u>	Outdoor physical Bikes and Tricycles Spatial awareness when running Movements to songs Large body movements				Outdoor physical Bikes and Tricycles Spatial awareness when running Movements to songs Large body movements Upper arm movements (pre-writing skills) Climbing on indoor equipment Holding a pose - Yoga				Outdoor physical Bikes and Tricycles Spatial awareness when running Movements to songs Large body movements Balancing, hopping, skipping, jumping Talking about what happens to our body when we exercise Creating a string of movements for dance			
<u>Reception</u>	Settling in: No P.E Specific Focus		Locomotion		Ball Skills		Dance		Gymnastics		Attack V Defence	
<u>Year 1</u>	Football	Gymnastics	Hockey	Multiskills	Netball	Badminton	Dance	Basketball	Tennis	Multiskills	Cricket / Rounders	Athletics
<u>Year 2</u>	Football	Gymnastics	Hockey	Multiskills	Netball	Badminton	Dance	Basketball	Tennis	Multiskills	Cricket / Rounders	Athletics
<u>Year 3</u>	Football	Gymnastics	Hockey	Fitness	Netball	Badminton	Dance	Basketball	Tennis	Tag Rugby	Cricket / Rounders	Athletics
<u>Year 4</u>	Football	Gymnastics	Hockey	Fitness	Netball	Badminton	Dance	Basketball	Tennis	Tag Rugby	Cricket / Rounders	Athletics
<u>Year 5</u>	Football	Gymnastics	Hockey	Fitness	Netball	Badminton	Dance	Basketball	Tennis	Tag Rugby	Cricket / Rounders	Athletics
<u>Year 6</u>	Football	Gymnastics	Hockey	Fitness	Netball	Badminton	Dance	Basketball	Tennis	Tag Rugby	Cricket / Rounders	Athletics



PE Curriculum Overview

Early Learning Goals and National Curriculum Aims:

EYFS	Key Stage 1	Key Stage 2
<p><u>Physical Development</u> To experiment with different ways of moving.</p> <ul style="list-style-type: none"> • To jump off an object and land appropriately. • To negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. • To travel with confidence and skill around, under, over and through balancing and climbing equipment. • To show increasing control over an object in pushing, patting, throwing, catching or kicking it. <p><u>Gross Motor Skills</u></p> <ul style="list-style-type: none"> • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p><u>Building Relationships</u></p> <ul style="list-style-type: none"> • Be able to work and play fairly and take turns with others. <p><u>Managing Self</u></p> <ul style="list-style-type: none"> • Be able to be confident to try new activities and show independence, resilience, and perseverance in the face of challenges. 	<p><u>Key Stage 1 Attainment Target</u> - 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.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 	<p><u>Key Stage 2 Attainment Target</u> - 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.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 <p><u>Swimming and water safety</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • swim competently, confidently and proficiently over a distance of at least 25 metres • use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • perform safe self-rescue in different water-based situations.

Progression of Skills

Progression of Key concept: Accurate Replication of Actions – Dance					
<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<p>Basic patterns such as box steps.</p> <p>Individual work.</p> <p>Directions.</p> <p>Teacher led routine.</p>	<p>Basic patterns such as box steps.</p> <p>Individual work.</p> <p>Levels and Directions.</p> <p>Speed, actions and movements.</p> <p>Teacher led routine.</p>	<p>Creation of a short motif.</p> <p>Evaluation of strengths and weaknesses.</p> <p>Pair work.</p> <p>Levels, directions and timing.</p> <p>Different styles of dance.</p> <p>Choreograph own dance in pairs.</p>	<p>Creation of a short motif.</p> <p>Evaluation of strengths and weaknesses.</p> <p>Pair work.</p> <p>Levels, directions and timing.</p> <p>Different styles of dance.</p> <p>Unison and Cannon.</p> <p>Choreograph own dance in pairs.</p>	<p>Complex step patterns.</p> <p>Pair and group work.</p> <p>Levels and directions.</p> <p>Step patterns, gestures, turns and jumps.</p> <p>Timing, exaggeration and control.</p> <p>Different styles of dance.</p> <p>Unison and cannon.</p> <p>Evaluation and suggestions.</p> <p>Choreograph own dance in pairs and groups.</p>	<p>Complex step patterns.</p> <p>Pair and group work.</p> <p>Levels and directions.</p> <p>Step patterns, gestures, turns and jumps.</p> <p>Timing, exaggeration, emotion and control.</p> <p>Different styles of dance.</p> <p>Unison and Cannon.</p> <p>Evaluation and suggestions.</p> <p>Choreograph own dance in pairs and groups.</p> <p>Teach others a dance.</p>

Progression of Key concept: Accurate Replication of Actions – Gymnastics

<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<p>Basic jumps such as star and pencil.</p> <p>Basic rolls such as log and teddy bear.</p> <p>Link basic jumps and rolls together as an individual.</p> <p>Teacher led routines.</p>	<p>Basic jumps such as pencil, tuck and star.</p> <p>Basic rolls such as log, pencil and teddy bear.</p> <p>Link basic jumps and rolls together as an individual and in pairs.</p> <p>Teacher led.</p>	<p>Basic jumps such as straddle and pike and basic rolls such as backwards.</p> <p>Basic balances – individual and paired.</p> <p>Link basic jumps, rolls and balances together as an individual and in pairs.</p> <p>Evaluation of strengths and weaknesses.</p> <p>Own led routines.</p>	<p>Basic jumps, rolls and hands and feet such as cartwheel, handstand.</p> <p>Basic balances – individual and paired.</p> <p>Link basic jumps, rolls and balances together as an individual and in pairs.</p> <p>Apparatus work.</p> <p>Unison and Cannon.</p> <p>Evaluation of strengths and weaknesses.</p> <p>Own led routines.</p>	<p>Basic jumps, rolls, hands and feet and balances.</p> <p>Counter balances.</p> <p>Equipment work.</p> <p>Link all movements together as an individual, in pairs and in a small group.</p> <p>Unison and cannon.</p> <p>Evaluation and suggestions.</p> <p>Own led routines.</p>	<p>Basic jumps, rolls, hands and feet and balances.</p> <p>Counter balances.</p> <p>Equipment work.</p> <p>Link all movements together as an individual, in pairs and in a large group.</p> <p>Unison and Cannon.</p> <p>Mirroring.</p> <p>Evaluation and suggestions.</p> <p>Own led routines.</p>

Progression of Key concept: Outwitting opponent – Net Games

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Hitting of the ball / shuttle towards a partner.</p> <p>Returning of the ball / shuttle to a partner.</p> <p>Short rallies.</p> <p>Simple rules.</p> <p>Adapted scoring.</p> <p>Single games.</p>	<p>Hitting of the ball / shuttle towards a partner and over some cones.</p> <p>Returning of the ball / shuttle to a partner over cones.</p> <p>Short rallies.</p> <p>Simple rules.</p> <p>Adapted scoring.</p> <p>Single games.</p>	<p>Hitting of the ball / shuttle over a net.</p> <p>Returning of the ball / shuttle to a partner over a net.</p> <p>Different types of shots – forehand and backhand.</p> <p>Medium rallies.</p> <p>Simple rules.</p> <p>Adapted scoring.</p> <p>Single games.</p>	<p>Hitting of the ball / shuttle over a net.</p> <p>Returning of the ball / shuttle to a partner over a net.</p> <p>Different types of shots – forehand and backhand.</p> <p>Medium rallies.</p> <p>Serving with the racket.</p> <p>Simple rules.</p> <p>Adapted scoring.</p> <p>Single games.</p>	<p>Hitting of the ball / shuttle over a net to outwit an opponent.</p> <p>Different types of shots – forehand, backhand, smash and drop.</p> <p>Long rallies.</p> <p>Serving with the racket.</p> <p>Rules and tactics.</p> <p>Correct scoring for the game.</p> <p>Singles and double games.</p>	<p>Hitting of the ball / shuttle over a net to outwit an opponent.</p> <p>Different types of shots – forehand, backhand, smash, drop, volley and overhead clear.</p> <p>Long rallies.</p> <p>Serving with the racket.</p> <p>Rules and tactics.</p> <p>Correct scoring for the game.</p> <p>Singles and double games.</p>

Progression of Key concept: Performing at Maximum Levels – Athletics

<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<p>Attempt different distance running events.</p> <p>Attempt different throwing and jumping field events.</p> <p>Take part in a team.</p>	<p>Attempt different distance running events.</p> <p>Attempt different techniques for running events.</p> <p>Attempt different throwing and jumping field events.</p> <p>Attempt the different techniques required for field events.</p> <p>Take part in a team in relay events.</p>	<p>Take part in different running events using the correct pace.</p> <p>Take part in running events using the basis of the correct technique.</p> <p>Take part in field events using the basis of the correct technique.</p> <p>Throwing events - javelin.</p> <p>Jumping events- standing long jump.</p> <p>Work as a team in relay events.</p>	<p>Short, middle- and long-distance running events.</p> <p>Take part in different running events using the correct pace.</p> <p>Take part in running events using the basis of the correct technique.</p> <p>Take part in field events using the basis of the correct technique.</p> <p>Throwing events – javelin and shot putt.</p> <p>Jumping events- standing long jump and standing triple jump.</p> <p>Work as a team in relay events.</p>	<p>Short, middle- and long-distance running events.</p> <p>Take part in running events using the correct pace and technique.</p> <p>Take part in different running events using different tactics and strategies.</p> <p>Take part in field events using the correct technique.</p> <p>Throwing events- javelin, shot putt and discuss.</p> <p>Jumping events - standing long jump and standing triple jump.</p> <p>Work with others in relay events.</p>	<p>Short, middle- and long-distance running events.</p> <p>Take part in running events such as hurdles using the correct pace and technique.</p> <p>Take part in different running events using different tactics and strategies.</p> <p>Take part in field events using the correct technique.</p> <p>Throwing events- javelin, shot putt and discuss.</p> <p>Jumping events -standing long jump and standing triple jump.</p> <p>Work strategically with others in relay events.</p> <p>Measure and record correctly for field and track events.</p>

Progression of Key concept: Outwitting opponent – Invasion Games

<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<p>Performance of basic skills in a static situation.</p> <p>Basic marking in a game.</p> <p>Small amount of basic rules.</p> <p>No positions included.</p> <p>No focus on winning and losing but taking part.</p> <p>Large balls.</p>	<p>Performance of basic skills in a static situation.</p> <p>Vary types of throwing.</p> <p>Basic marking in a game.</p> <p>Small amount of basic rules.</p> <p>No positions included.</p> <p>No focus on winning and losing but taking part.</p> <p>Large balls.</p>	<p>Performance of basic skills in moving situations.</p> <p>Man to man marking.</p> <p>Main rules of the game.</p> <p>Focus of the main positions in the game related to attack and defence.</p> <p>Introduction of winning and losing.</p> <p>Large balls.</p>	<p>Performance of skills in moving situations.</p> <p>Spatial awareness.</p> <p>Man to man marking.</p> <p>Main rules of the game.</p> <p>Focus of the main positions in the game related to attack and defence.</p> <p>Decision making.</p> <p>Introduction of winning and losing.</p>	<p>Performance of skills in moving situations.</p> <p>Anticipation and interception.</p> <p>Tactics, strategies and advanced rules.</p> <p>Range of positions and their roles.</p> <p>Focus on score line and how to improve performance.</p> <p>Introduction of other roles such as referee / umpire.</p>	<p>Performance of a range of combination skills at a competitive level and under pressure.</p> <p>Anticipation, marking and defending strategies.</p> <p>Tactics, strategies, advanced rules and formations.</p> <p>Range of positions and their roles.</p> <p>Focus on score line and how to improve performance.</p> <p>Introduction of other roles such as referee/umpire.</p>

Progression of Key concept: Exercising Safely and Effectively – Multi-Skills and Fitness

<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<p>Implement chasing and catching successfully sometimes.</p> <p>Aim at large targets from short distances.</p> <p>Perform several speeds in different situations.</p> <p>Work with others to analyse different situations and make decisions in more closed situations.</p> <p>Work in small groups in different situations.</p> <p>Implement simple tactics in different situations with teacher help.</p>	<p>Implement chasing and catching successfully the majority of the time.</p> <p>Aim at different targets from different distances.</p> <p>Perform varying speeds related to different situations.</p> <p>Analyse different situations, make decisions and react to different scenarios.</p> <p>Work with a large number of others in a co-ordinated manner in different situations.</p> <p>Know and implement various tactics in different situations correctly.</p>	<p>How and why we warm up and cool down.</p> <p>Participate in fitness training methods – sustained running and circuit training.</p> <p>Participate in all methods with 100% effort.</p>	<p>How and why we warm up and cool down.</p> <p>Participate in fitness training methods – sustained running, circuit training and boxercise.</p> <p>Participate in all methods and be able to describe own strengths and weaknesses.</p> <p>Name components of fitness.</p>	<p>Leading of warm ups and cool downs.</p> <p>Participate in fitness training methods – sustained running, circuit training, boxercise and SAQ training.</p> <p>Participate in all methods and be able to describe the benefits and what performers it is suited to.</p> <p>Name components of fitness.</p>	<p>Leading of warm ups and cool downs.</p> <p>Participate in fitness training methods – sustained running, circuit training, boxercise, SAQ and HITT training.</p> <p>Participate in all methods and be able to describe the benefits and what performers it is suited to.</p> <p>Description of different components of fitness.</p>

Progression of Key concept: Outwitting opponent – Striking and Fielding Games

<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<p>Basic bowling technique.</p> <p>Basic throwing techniques from a short and static position – under arm.</p> <p>Basic catching skills – two hands.</p> <p>Basic batting skills.</p> <p>Basic rules of the games.</p> <p>Introducing different positions.</p>	<p>Basic bowling technique.</p> <p>Basic throwing techniques from a short and static position – under and overarm.</p> <p>Basic catching skills – two hands.</p> <p>Basic batting skills.</p> <p>Basic rules of the games.</p> <p>Performance of basic positions</p>	<p>Attempt different bowling techniques – under and overarm.</p> <p>Attempt different throwing techniques on the move – under and overarm.</p> <p>Catching skills – two and one handed catches.</p> <p>Batting skills with correct technique.</p> <p>All rules of the game.</p> <p>Understanding of the organisation of team in different positions</p>	<p>Different bowling techniques – under and overarm.</p> <p>Different throwing techniques on the move – under and overarm.</p> <p>Catching skills – two and one handed catches.</p> <p>Batting skills with correct technique.</p> <p>All rules of the game.</p> <p>Application of the organisation of team in different positions.</p>	<p>Different bowling techniques – under and over arm with pace and direction.</p> <p>Different throwing techniques, distances, heights and paces – under and overarm.</p> <p>Advanced catching skills – catches at different speeds and long barrier.</p> <p>Batting skills with different directions and pace.</p> <p>Awareness of rules and tactics.</p> <p>Set up of team related to strength and weaknesses of players.</p>	<p>Different bowling techniques – under and over arm with pace and direction.</p> <p>Different throwing techniques, distances, heights and paces – under and overarm.</p> <p>Advanced catching skills – catches at different speeds and long barrier.</p> <p>Batting skills with different directions and pace.</p> <p>Awareness of rules and tactics.</p> <p>Focus on minimal positions related to own individual strengths and weaknesses.</p>



PE – Key Vocabulary (Revisit and build upon previous years vocabulary with each new unit of study)

Year 1

Topic Specific Vocabulary					
Dance	Football	Gymnastics	Netball	Badminton	Multi-Skills
Movement	Dribble	Floor Work	Throw	Badminton racket	Run
Patterns	Pass	Jump	Catch	Handle	Speed
Shapes	Control	Roll	Still	Shuttlecock	Race
Music	Shoot	Routine	Shoot	Hitting	Chase
Direction	Goal	Gym mats	Teamwork	Height	Jump
Warm-up	Teamwork	Warm-up	Marking	Forehand	Reach
Reach	Marking	Stretch	Rules	Backhand	Throw
Hockey	Basketball	Athletics	Indoor Tennis	Cricket/Rounders	Catch
Safety	Dribble	Run	Tennis Racket	Bowl	Pass
Hockey Stick	Throw	Speed	Handle	Throw	Balance
Dribble	Pass	Throw	String	Catch	Teamwork
Push Pass	Catch	Jump	Tennis Ball	Bat	Aiming
Control	Shoot	Relay	Control	Hitting	Direction
Shoot	Teamwork	Teamwork	Hitting	Rules	Awareness
Goal	Marking	Race	Forehand	Teamwork	Control
Teamwork	Rules	Lane	Backhand	Positions	Rules

Year 2

Topic Specific Vocabulary					
Dance	Football	Gymnastics	Netball	Badminton	Multi-Skills
Movement	Dribble	Floor Work	Throw	Badminton racket	Run
Patterns	Pass	Jump	Catch	Shuttlecock	Speed
Shapes	Control	Roll	Still	Hitting	Chase
Direction	Shoot	Routine	Shoot	Height	Jump
Warm-up	Goal	Gym mats	Teamwork	Forehand	Throw
Levels	Teamwork	Warm-up	Marking	Backhand	Catch
Actions	Marking	Pair work	Rules	Rally	Pass
Hockey	Basketball	Athletics	Indoor Tennis	Cricket/Rounders	Balance
Safety	Dribble	Run	Tennis Racket	Bowl	Teamwork
Hockey Stick	Throw	Speed	String	Throw	Aiming
Dribble	Pass	Throw	Tennis Ball	Catch	Direction
Push Pass	Catch	Jump	Control	Bat	Awareness
Control	Shoot	Relay	Hitting	Hitting	Control
Shoot	Teamwork	Teamwork	Forehand	Rules	Space
Goal	Marking	Lane	Backhand	Teamwork	Levels
Teamwork	Rules	Technique	Court	Positions	Reaction

Year 3

Topic Specific Vocabulary					
Gymnastics	Tag Rugby	Dance	Football	Basketball	Hockey
Floor Work	Ball handling	Movement	Dribble	Dribble	Dribble
Jump	Run	Shapes	Pass	Pass	Push Pass
Roll	Dodge	Direction	Control	Shoot	Control
Routine	Pass	Levels	Shoot	Teamwork	Shoot
Pair work	Catch	Actions	Marking	Marking	Marking
Balance	Try	Timing	Rules	Rules	Rules
Individual work	Tag	Choreograph	Positions	Basket	Positions
Fitness	Netball	Indoor Tennis	Cricket/Rounders	Badminton	Athletics
Warm-up	Still	Tennis Racket	Bowl	Badminton racket	Run
Cool-down	Shoot	Tennis Ball	Catch	Shuttlecock	Throw
Fitness training	Teamwork	Control	Rules	Hitting	Jump
Sustained running	Marking	Hitting	Teamwork	Forehand	Relay
Circuit training	Rules	Forehand	Positions	Backhand	Teamwork
Effort	Pass	Backhand	Under arm	Rally	Technique
Technique	Positions	Bounce	Over arm	Match	Pace
Safely	Court	Rally	Organisation	Court	Field Events

Year 4

Topic Specific Vocabulary						
Gymnastics	Tag Rugby	Dance	Football	Basketball	Hockey	Swimming
Jump	Dodge	Movement	Dribble	Dribble	Dribble	Front crawl
Roll	Pass	Levels	Pass	Pass	Push Pass	Backstroke
Routine	Try	Actions	Control	Teamwork	Control	Breaststroke
Pair work	Tag	Timing	Marking	Marking	Marking	Butterfly
Balance	Rules	Choreograph	Rules	Rules	Positions	Sculling
Hands and feet	Attack	Unison	Positions	Backboard	Attack	Tread water
Apparatus	Defence	Cannon	Spatial awareness	Decision making	Defence	Rotate
Fitness	Netball	Indoor Tennis	Cricket/Rounders	Badminton	Athletics	Float
Warm-up	Teamwork	Tennis Racket	Bowl	Badminton racket	Throw	Submerge
Cool-down	Marking	Control	Catch	Forehand	Jump	10 metres
Fitness training	Rules	Forehand	Rules	Backhand	Relay	15 metres
Sustained running	Pass	Backhand	Teamwork	Rally	Teamwork	25 metres
Circuit training	Positions	Bounce	Positions	Match	Technique	50 metres
Effort	Court	Rally	Under arm	Court	Pace	Water safety
Boxercise	Attack	Court	Over arm	Ready position	Field Events	Self-rescue
Components of fitness	Defence	Scoring	Organisation	Scoring	Distance	Aquatic skills

Year 5

Topic Specific Vocabulary					
Gymnastics	Tag Rugby	Dance	Football	Basketball	Hockey
Jump	Dodge	Timing	Dribble	Dribble	Dribble
Roll	Pass	Choreograph	Pass	Pass	Push Pass
Routine	Try	Unison	Control	Teamwork	Control
Hands and feet	Attack	Cannon	Positions	Marking	Marking
Apparatus	Defence	Complex patterns	Spatial awareness	Rules	Attack
Counter balance	Anticipation	Exaggeration	Skill	Decision making	Defence
Link	Interception	Control	Referee	Strategies	Tactics
Fitness	Netball	Indoor Tennis	Cricket/Rounders	Badminton	Athletics
Warm-up	Marking	Control	Positions	Forehand	Relay
Cool-down	Rules	Forehand	Under arm	Backhand	Teamwork
Fitness training	Positions	Backhand	Over arm	Match	Technique
Sustained running	Court	Court	Organisation	Court	Pace
Circuit training	Attack	Scoring	Pace	Ready position	Field Events
Boxercise	Defence	Serve	Distance	Scoring	Distance
Components of fitness	Performance	Tennis Net	Speed	Badminton net	Record
SAQ training	Umpire	Match	Tactics	Serve	Strategies

Year 6

Topic Specific Concepts and Vocabulary					
Gymnastics	Tag Rugby	Dance	Football	Basketball	Hockey
Routine	Attack	Unison	Positions	Teamwork	Marking
Apparatus	Defence	Cannon	Skill	Marking	Attack
Counter balance	Anticipation	Complex patterns	Referee	Decision making	Defence
Link	Interception	Exaggeration	Competitive	Strategies	Tactics
Mirroring	Pressure	Control	Tactics	Pressure	Umpire
Evaluation	Formation	Emotion	Anticipation	Competitive	Strategies
Suggestion	Role	Evaluation	Interception	Umpire	Formation
Fitness	Netball	Indoor Tennis	Cricket/Rounders	Badminton	Athletics
Fitness training	Marking	Control	Positions	Forehand	Technique
Sustained running	Positions	Forehand	Pace	Backhand	Pace
Circuit training	Attack	Backhand	Distance	Match	Distance
Boxercise	Defence	Serve	Speed	Badminton net	Record
Components of fitness	Performance	Match	Tactics	Serve	Strategies
SAQ training	Umpire	Volley	Long barrier	Overhead clear	Tactics
HITT training	Anticipation	Technique	Strengths	Technique	Hurdles
Benefit	Interception	Umpire	Weaknesses	Umpire	Measure



PE – Early Years Foundation Assessment

Early Years Foundation Stage Assessment

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Preschool	<p>Focus Areas: Fundamental movement skills, simple dance, body awareness</p> <p>Progression Statements:</p> <ul style="list-style-type: none"> • Begin to run, stop, jump and move safely in space. • Use large-muscle movements to wave ribbons, move to music, paint and make marks. • Explore movement patterns such as rolling, crawling, hopping and climbing. • Respond to music through simple whole-body actions. • Kick, throw and catch a large ball using two hands. • Begin to negotiate space and avoid obstacles. 	<p>Focus Areas: Balance, coordination, early games</p> <p>Progression Statements:</p> <ul style="list-style-type: none"> • Develop balance when climbing stairs or apparatus using alternate feet. • Travel with increasing confidence: under, over, through and around equipment. • Begin to use sequences of movement to music (early dance). • Start to experiment with early ball skills: rolling, trapping, bouncing. • Begin to work with a partner in simple mirrored actions. • Improve hand–eye coordination using beanbags, cones and soft balls. 	<p>Focus Areas: Simple team activities, athletics intro, coordinated movement</p> <p>Progression Statements:</p> <ul style="list-style-type: none"> • Throw and catch a large ball or beanbag with two hands. • Participate in simple chasing, running and relay-style games. • Jump with two feet and land with improved stability. • Begin to understand taking turns and simple rule-based play. • Balance on one leg for short periods; hold basic positions. • Explore simple obstacle courses, developing stamina and spatial judgement.

Reception

Focus Areas: Multi-skills, dance patterns, basic gymnastics skills

Progression Statements:

- Move confidently in a range of ways: walking, running, jumping, hopping, skipping.
- Use large apparatus safely; climb, balance and travel with control.
- Explore copying and repeating dance movements to music.
- Develop basic ball handling: rolling, stopping, bouncing, aiming.
- Begin to perform simple movement patterns and link two actions.
- Start using simple PE vocabulary: fast/slow, high/low, big/small.

Focus Areas: Balance, shapes, early games tactics, partner work

Progression Statements:

- Create and hold basic gymnastic shapes (tuck, star, straight, curl).
- Travel on hands and feet at different levels; begin controlled rolls.
- Negotiate space confidently in group games and avoid collisions.
- Send and receive a variety of balls with developing accuracy.
- Begin to understand attacking and defending in simple invasion games.
- Build short movement sequences combining two or three actions.

Focus Areas: Running, throwing, jumping, teamwork, dance/gymnastics performance

Progression Statements:

- Jump for distance and height with control and safe landing.
- Throw underarm towards a target with improved accuracy.
- Participate in relay-style running activities with smooth baton exchange.
- Work cooperatively in small teams, understanding turn-taking and roles.
- Perform a simple sequence combining dance/gymnastics elements to an audience.
- Apply ball skills in small-sided games (aiming, passing, chasing).

Assessment of Key concept: Performing at Maximum Levels

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • I can run at a slow pace (jogging) on my toes • I can run at a fast pace (sprinting) on my toes • I can run in a straight line • I can use my arms correctly to help me to run faster • I can work as a team • I can show different throwing and jumping techniques • I can set myself a target (e.g. to run a certain distance faster, to throw further) with support 	<ul style="list-style-type: none"> • I can run at different speeds • I can run different distances • I can run in a straight line • I can use my arms correctly to help me to run faster • I can work as a team • I can show different throwing and jumping techniques • I can set myself a target (e.g. to run faster, to throw further, to jump higher) 	<ul style="list-style-type: none"> • I can run using the correct technique • I can use the correct running pace for different distances • I can work as a team • I can show the correct throwing and jumping techniques e.g. javelin, standing long jump • I can apply my running and jumping skills in a competitive situation • I can evaluate my performance, strengths and weaknesses • I can identify an area that I need to improve in 	<ul style="list-style-type: none"> • I can sprint correctly • I can run for long distances pacing myself • I can run over low obstacles, clearing them most of the time • I can run with an object in my hand without dropping it • I can pass and receive a relay baton without dropping it • I can work as team • I can show the correct throwing and jumping techniques e.g. javelin, standing long jump • I can throw an object or small ball, using a run up to help me throw further • I can use heel, toe, push up to jump high • I can apply my running and jumping skills in a competitive situation • I can evaluate my performance, strengths and weaknesses • I can identify an area that I need to improve in • I can set myself a target and measure my success • I can explain how I achieved my target 	<ul style="list-style-type: none"> • I can demonstrate an excellent running posture and technique • I can begin to accelerate rapidly from a standing sprint position • I can maintain a maximum speed for 60 metres • I can jog 2 laps of the field • I can run over low obstacles, clearing them all • I can run with an object in my hand without dropping it • I can pass and receive a relay baton without dropping it • I know when to set off for an effective relay change over • I can work as a team • I can show the correct throwing and jumping techniques e.g. javelin, standing long jump • I can throw an object, pushing myself to help me throw further • I can throw a heavy ball from a standing position using only my upper-body strength (chest push) • I can do a range of jumps with excellent balance (hopping, long jump, triple) • I can hop, step and jump with control and fluency (triple jump) • I can apply my running and jumping skills in a competitive situation • I can evaluate my performance, strengths and weaknesses • I can identify how to improve in different areas • I can set and achieve my own target, taking measurements or times 	<ul style="list-style-type: none"> • I can demonstrate an excellent running posture and technique • I can begin to accelerate rapidly from a standing sprint position • I can sprint for 100m • I can run 1600m pacing myself • I can sprint at the end of a long-distance race • I can run and jump over a range of different obstacles, clearing them every time • I can explain how a relay works and compete well as part of a team • I can show the correct throwing and jumping techniques e.g. javelin, standing long jump • I can throw an object, pushing myself to help me throw further • I can perform a long jump and triple jump with pace and a run up to help me go further • I can perform a long jump and triple jump and understand how to measure them • I can apply my running and jumping skills in a competitive situation • I can evaluate my performance, strengths and weaknesses • I can show perseverance to achieve a target I set for myself • I can show leadership skills in athletics and record results

Assessment of Key concept: Exercise Safely and Effectively

<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<ul style="list-style-type: none"> • I can tell you what it means to be active • I can tell you what being healthy is • I can name my main body parts 	<ul style="list-style-type: none"> • I can explain what being active means • I can tell you what being healthy is • I can name the parts of my body I use in different areas of PE 	<ul style="list-style-type: none"> • I can explain why I need to be active and healthy • I can explain what could happen to me if I'm not active and healthy • I can name at least 3 muscles • I can tell you why I warm-up and cool-down • I can participate in fitness training methods – sustained running and circuit training 	<ul style="list-style-type: none"> • I can explain the benefits of being healthy and active • I can tell you why I warm-up and cool-down • I can explain how my body changes during exercise • I can participate in fitness training methods – sustained running, circuit training and boxercise • I can name the components of fitness 	<ul style="list-style-type: none"> • I can explain to others how to lead a healthy, active lifestyle • I can name at least 4 muscles • I can lead a warm up and cool down • I can explain how my body changes during exercise • I can participate in fitness training methods – circuit training, boxercise and SAQ training • I can participate in all methods and are able to describe the benefits and what performers it is suited to • I can name the components of fitness 	<ul style="list-style-type: none"> • I can evaluate my own lifestyle • I can name at least 5 muscles • I can lead a warm up and cool down • I know why I go red and my pulse rate rises when I exercise • I can participate in fitness training methods – sustained running, circuit training, boxercise, SAQ and HITT training. • I can participate in all methods and are able to describe the benefits and what performers it is suited to • I can describe different components of fitness

Assessment of Key concept: Accurate Replication of Actions

<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<ul style="list-style-type: none"> • I can copy and repeat simple dance patterns shown to me • I can copy a short routine accurately • I can travel in different ways (walk, skip, crawl) and directions • I can change my shape and size on command • I can show co-ordination in my dance moves • I can count a beat of 8 and move to it • I can point and flex my toes • I can understand dance vocabulary (step, clap, tap, jump, slide, hop) 	<ul style="list-style-type: none"> • I can copy and repeat more complex actions (travel, change direction, gestures) • I can confidently travel in different ways • I can create different shapes with my body • I can dance at different levels and speed • I can show co-ordination in my dance moves • I can move my body to a given beat • I can create and invent my own movements • I can create a short routine with support from a peer or an adult • I can use dance vocabulary (step, clap, tap, 	<ul style="list-style-type: none"> • I can create different shapes with my body • I can move different parts of my body in time with a steady beat • I can change tempo in my movements • I can make movements appropriate to the type of music • I can perform a sequence with control and co-ordination • I can begin to perform with fluency, linking actions smoothly • I can perform a sequence with a beginning, middle and end with a partner • I can move in unison and in time with my group, meeting and parting • I can evaluate a performance, offering areas for improvement 	<ul style="list-style-type: none"> • I can create different shapes with my body • I can move my body to different beats • I can dance at different levels and speeds • I can use appropriate actions to suit the music / style of dance • I can show emotion through movement • I can perform with fluency, linking actions smoothly • I can perform a sequence with a beginning, middle and end with a partner • I can move in unison and in time with my group, meeting and parting • I can perform movements in canon with my group • I can evaluate a performance, offering areas for improvement • I can identify specific steps to improve my performance • I can describe exactly what I'm doing using dance vocabulary • I can travel showing different speeds, directions, foot patterns and levels 	<ul style="list-style-type: none"> • I can move my body to the beat, staying in time with others at all times • I can show changes in direction, level and speed in my performances • I can use appropriate actions to suit the music / style of dance • I can show emotion through movement • I can change a given movement to make it unique • I can show clear and controlled starting and finishing positions in my performance • I can use my imagination to create a unique performance • I can create a longer sequence with others, fitting the music • I can include and demonstrate a number of dance principles in my performance (canon, mirror, meeting and parting, change of pace) • I can refine my routines with practise • I can use dance vocabulary confidently to evaluate mine and others' performances • I can travel showing different speeds, directions, foot patterns and levels 	<ul style="list-style-type: none"> • I can move to the beat in time throughout my performance • I can perform difficult moves showing flexibility, speed and co-ordination • I can move with fluency, accuracy and control throughout my performance • I can show changes in direction, level and speed in my performances • I can use appropriate actions to suit the music / style of dance • I can show emotion through movement • I can change a given movement to make it unique • I can work with a group to show varied and controlled starting and finishing positions • I can use my imagination to create a unique performance • I can make my own routine with others, following a theme • I can include and demonstrate a number of dance principles in my performance (canon, mirror, meeting and parting, change of pace) • I can use and link my own moves with others to create a collective sequence • I can perform demanding routines accurately • I can improve my performance after evaluation, using dance vocabulary • I can explain exactly how to improve my own and others' performances • I can help others in my group, showing leadership skills • I can travel showing different speeds, directions, foot patterns and levels • I can perform difficult moves showing flexibility and co-ordination

<ul style="list-style-type: none"> • I can travel on the ground and on, over and under equipment • I can walk in a straight line • I can balance on both legs individually for 5 seconds • I can perform different jumps e.g. star and pencil • I can perform different rolls e.g. log and teddy bear • I can link jumps and rolls together • I can follow a routine • I can understand gymnastics vocabulary (travel, roll, balance) 	<ul style="list-style-type: none"> jump, slide, hop, travel) • I can perform different jumps e.g. tuck • I can perform different rolls e.g. forward • I can link jumps and rolls together • I can balance on different apparatus (e.g. overturned bench) • I can perform a simple gymnastic routine independently or a with a partner • I can use gymnastics vocabulary (point, turn) 	<ul style="list-style-type: none"> • I can use dance vocabulary to describe most of my movements • I can perform a series of jumps e.g. straddle, pike, tuck, pencil • I can perform a series of rolls e.g. log, forward, backwards • I can link jumps and rolls together • I can create interesting balances individually or with a partner • I can travel on apparatus in different ways (forwards, backwards, slither, crawl) • I can perform a gymnastic routine independently or a with a partner • I can use gymnastic vocabulary to describe most of my movements 	<ul style="list-style-type: none"> • I can perform a series of jumps e.g. straddle, pike, tuck, pencil • I can perform a series of rolls e.g. log, forward, backwards • I can perform a series of hands and feet movements e.g. bridge, cartwheel, round-off • I can perform a handstand using a partner for support • I can link jumps, rolls and hands and feet together • I can move in unison and cannon with my partner • I can create symmetrical and asymmetrical balances with a partner • I can balance on a narrow beam (upturned bench) independently • I can jump from apparatus, using my body correctly to gain height and land safely • I can use a range of available apparatus safely, with caution • I can perform a sequence of gymnastic movements that are linked (e.g. travel, jump, roll, stand, balance) • I can show a good gymnastic finishing position • I can describe exactly what I'm doing using gymnastic vocabulary 	<ul style="list-style-type: none"> • I can perform a range of jumps on the floor and from a height (e.g. tuck, straddle, pike, pencil) • I can perform a handstand safely • I can perform a cartwheel from a standing position • I can move in unison and cannon with my partner • I can use counter balances with a partner or in a group • I can support my partner's bodyweight in a balance • I can jump, roll and balance on, over, under and along available apparatus • I can perform a sequence which includes transferring weight from different body parts • I can show clear and controlled starting and finishing positions in gym routines • I can refine my gymnastic routines with practise • I can use gymnastic vocabulary confidently to evaluate mine and others' performances 	<ul style="list-style-type: none"> • I can perform a range of jumps on the floor and from a height (e.g. tuck, straddle, pike, pencil) • I can perform a handstand safely • I can perform a handstand followed by a forward roll • I can perform a cartwheel from a standing position • I can use a run up to perform a cartwheel with speed • I can sometimes perform a one-handed cartwheel • I can move in unison and cannon with my partner • I can mirror my partner • I can use counter balances with a partner or in a group • I can support my partner's bodyweight in a balance • I can jump, roll and balance on, over, under and along available apparatus • I can perform a sequence which includes transferring weight from different body parts • I can perform a routine including shapes, jumps, balances, cartwheels, travelling, rolling and rotating • I can use and link my own moves with others to create a collective gymnastic sequence • I can perform demanding or lengthy gymnastic routines accurately • I can show clear and controlled starting and finishing positions in gym routines • I can use gymnastic vocabulary confidently to evaluate mine and others' performances • I can help others in my group improve their sequences, showing leadership skills • I can refine my performance after evaluation, using gymnastic vocabulary
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Assessment of Key concept: Outwitting opponent

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • I can dribble a ball with the correct body part or equipment • I can pass a ball to a partner with the correct body part or equipment • I can mark the other team players • I can shoot with a ball at the goal / basket • I can avoid the goalkeeper to score a penalty kick • I can stop a goal being scored using the correct body part or equipment • I can hold a racket using the handshake grasp • I can balance a ball on a flat racket whilst stationary • I can hit a ball or shuttlecock using the correct technique • I can attempt a rally with my partner • I can bowl a ball • I can throw a ball underarm • I can catch a ball with two hands 	<ul style="list-style-type: none"> • I can dribble a ball around obstacles using the correct body part or equipment • I can pass a ball to a partner with the correct body part or equipment • I can make a target for my partner to aim for • I can retrieve a ball and send it using a throw or kick or hit • I can mark the other team players • I can shoot with a ball at the goal / basket • I can avoid the goalkeeper to score a penalty kick • I can stop a goal being scored using the correct body part or equipment • I can hold a racket using the handshake grasp • I can roll a ball around the rim of a tennis racket when stationary • I can volley on the spot using forehand and backhand • I can hit a ball or shuttlecock to my partner using the correct technique • I can serve a ball with control from a single bounce • I can have a short rally with my partner over a small obstacle 	<ul style="list-style-type: none"> • I can dribble a ball avoiding defenders • I can pass a ball avoiding defenders • I can retrieve a ball on the move and send it using a throw or kick or hit • I can man to man mark • I can help my team score e.g. attack • I can stop the other team from scoring e.g. defend • I can tell you the positions in a team • I can fulfil a position in a team • I can roll a ball around my racket while moving • I can volley a ball on a racket while moving around and avoiding others • I can hit a ball or shuttlecock to my partner over a net • I can serve a ball or shuttlecock to my partner over a net • I can throw a ball on the move using the correct technique • I can catch a ball with one and two hands 	<ul style="list-style-type: none"> • I can dribble a ball avoiding defenders • I can pass a large ball to a partner using the correct technique every time • I can pass a ball into a space for a teammate to move onto • I can pass and receive a ball repeatedly with a partner over a short distance • I can receive a ball with balance, whilst moving towards the ball • I can catch a ball facing one way and pivot to face another way • I can man to man mark • I can tackle using the correct technique, winning the ball • I can use a one-handed shooting technique • I can score in a range of targets, using a range of objects • I can help my team attack and defend • I can tell you the importance of positions in a team • I can fulfil a position in a team • I can roll a ball around my racket while moving • I can perform backhand and forehand volleys while moving around and avoiding others • I can hit a ball or shuttlecock to my partner over a net most of the time • I can serve a ball or shuttlecock over a net most of the time • I can sustain a rally over a net most of the time 	<ul style="list-style-type: none"> • I can dribble a ball avoiding defenders • I can vary my pass according to the receiver (to suit position, height and skill level) • I can send a ball to the correct place in a game situation • I can pass a ball with skill to prevent interception • I can throw a rugby ball to someone standing level with or behind me • I can walk using big strides, passing the ball through my legs • I can pass and receive a ball repeatedly with a partner over a short distance • I can catch a ball with balance, whilst moving in any direction • I can catch a ball facing one way and pivot to face another way • I can make an interception in a game situation • I can mark an opponent during game play • I can tackle using the correct technique, winning the ball • I can use my body to block the ball • I can score in a range of targets, using a range of objects • I can use a range of foot patterns when attacking and defending (side step, swerve and dodging) • I can tell you the importance of positions in a team • I can fulfil a position in a team • I can perform backhand and forehand volleys while moving around and avoiding others • I can hit a ball or shuttlecock to my partner over a net • I can serve a ball or shuttlecock over a net • I can sustain a rally over a net 	<ul style="list-style-type: none"> • I can travel with a ball, avoiding losing it • I can demonstrate a full range of passing techniques • I can select the correct pass to use in a game situation • I can pass a ball with skill to prevent interception • I can perform a range of 1 handed ball skills independently • I can throw a rugby ball to someone standing level with or behind me • I can walk using big strides, passing the ball through my legs • I can pass and receive a ball repeatedly with a partner over a short distance • I can catch a ball with balance, whilst moving in any direction • I can run towards a ball, catch it and turn in the air to face the other way • I can receive a ball, pivot and pass with fluency • I can intercept a ball around me in any direction • I can mark an opponent during game play • I can tackle using the correct technique, winning the ball • I can use my body to block the ball • I can score in a range of targets, using a range of objects • I can use a range of foot patterns when attacking and defending (side step, swerve and dodging) • I can tell you the importance of positions in a team • I can fulfil a position in a team • I can position myself correctly in a game situation • I can show defensive skills to win a game • I can show determination when attacking to win a game • I can perform backhand and forehand volleys while moving around and avoiding others • I can hit a ball or shuttlecock to my partner over a net • I can serve a ball or shuttlecock over a net

<ul style="list-style-type: none"> • I can hit a ball using a bat • I can work as a team • I can follow the basic rules and play small sized games 	<ul style="list-style-type: none"> • I can bowl a ball • I can throw a ball underarm and overarm at a target • I can catch a ball with two hands • I can hit a ball with a bat • I can help my team to score points in a striking and fielding game • I can help my team to stop somebody scoring points in a striking and fielding game • I can work as a team • I can follow the basic rules and play small sized games 	<ul style="list-style-type: none"> • I can hold a bat correctly whilst striking the ball • I can explain different ways to be out in a striking and fielding game • I can work as a team • I can anticipate the path of a ball in a game situation • I can tell you the rules of the game and play a small sided competitive game 	<ul style="list-style-type: none"> • I can make a range of tennis and badminton shots to win a point over a net • I can bowl an underarm ball with precision • I can throw a ball on the move using the correct technique • I can catch a ball with one and two hands • I can pass a small or large ball a long distance • I can stop a rolling ball, dropping my leg to stop it travelling through my legs • I can strike a ball with a cricket bat using two hands to score runs • I can strike a ball with a rounders bat with one hand to score a rounder • I can explain different ways to be out in a striking and fielding game • I can work as a team • I can anticipate the path of a ball in a game situation • I can demonstrate awareness of boundaries of the playing area in a game situation • I can tell you what the right decision is during a game • I can follow the rules and compete in a competitive game • I can understand winning and losing a game 	<ul style="list-style-type: none"> • I can make a range of tennis and badminton shots to win a point over a net • I can perform an underarm and overarm bowl • I can catch a ball with one and two hands constantly • I can pass a small or large ball a long distance using the correct technique • I can stop a rolling ball using the long barrier technique • I can strike a ball with a cricket / rounders bat to score runs • I can explain the rules in a range of striking and fielding games • I can work as a team • I can demonstrate awareness of boundaries of the playing area in a game situation • I can demonstrate an awareness of timing during game play (e.g. moving at the correct time to win the game or point) • I can tell you what the right decision is during a game • I can show how to restart a game after a goal or a stoppage in play • I can follow the rules and compete in a competitive game • I can explain how to win the game in a range of sports 	<ul style="list-style-type: none"> • I can sustain a rally over a net using a variety of shots • I can make a range of tennis and badminton shots to win a point over a net • I can perform an underarm and overarm bowl • I can perform an accurate overarm bowl with a run up • I can catch a ball with one and two hands constantly • I can pass a small or large ball a long distance using the correct technique • I can throw and catch a ball even when I am off balance • I can stop a rolling ball using the long barrier technique • I can strike the ball into space away from opponents • I can strike a ball with a cricket / rounders bat to score runs • I can explain the rules in a range of striking and fielding games • I can work as a team • I can communicate effectively with my team mates • I can perform under pressure • I can improve my performance • I can demonstrate awareness of boundaries of the playing area in a game situation • I can demonstrate an awareness of timing during game play (e.g. moving at the correct time to win the game or point) • I can tell you what the right decision is during a game • I can show how to restart a game after a goal or a stoppage in play • I can follow the rules and compete in a competitive game • I can respect the referee / umpire • I can show good sportsmanship in arrange of situations • I can be fair and objective when organising a game • I can explain how to win the game in a range of sports • I can record results
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