

Concepts and Content Organiser- PE

Cycle 1

KS1	Physical	Social	Emotional	Holistic / thinking whole child	
Athletics Year 1	<ol style="list-style-type: none"> 1. To move at different speeds and varying distances 2. To develop a foundation for balance and stability 3. To develop agility and co-ordination 4. To explore hopping. Jumping and leaping for distance 5. To develop balance whilst jumping and landing 6. To develop balance and rhythm when travelling over obstacles 7. To develop throwing for distance 8. To develop throwing for accuracy 	<p>(1,2,3,7) I can make safe decisions when moving around others</p> <p>(6)I can support my team mate and congratulate others</p> <p>(7) Work safely moving around others and throwing equipment</p> <p>(8) I can work collaboratively</p>	<p>(1) I can work honestly</p> <p>(2) I can persevere when things get hard</p> <p>(3,5) I can work independently</p> <p>(3,6) I can play to the rules</p> <p>(7) show determination to improve on previous throw</p>	<p>(4)I can identify areas for improvement in others techniques</p> <p>(4)I can explore different jumps and use this to help me jump further</p> <p>(7) Choose a throw that makes it harder for the opposition to return</p>	
	Ball skills Year 2	<ol style="list-style-type: none"> 1. To explore different ball handling skills. 2. To be able to roll a ball to hit a target. 3. To develop co-ordination and be able to stop a rolling ball. 4. To be able to develop technique and control when dribbling a ball with your feet. 5. To develop control and technique when kicking a ball. 6. To develop co-ordination and technique when throwing and catching. 7. To develop control and co-ordination when dribbling a ball with your hands. 8. To show co-ordination and control in a variety of ball skills. 	<p>(1 I can co-operate and communicate with a partner to complete the tasks.</p> <p>(1, 2 I can include all members of my group.</p> <p>(2) I communicate with others when playing games.</p> <p>(3) I communicate with my partner to agree on the score.</p> <p>(3)I communicate with my partner to agree on the score.</p> <p>(5, 6) I communicate with the others in my group to decide who should retrieve the ball.</p> <p>(6) I can lead a partner safely around the space.</p> <p>(8) I encourage others to try their best.</p> <p>(8) I communicate with others in my group, telling them when I am ready to receive the ball.</p>	<p>(3) I show honesty, admitting if my ball has been taken.</p> <p>(4) I show perseverance when trying new skills.</p> <p>(5) I understand that if I kick the ball away from others I will score more points.</p> <p>(6) I show perseverance when trying new skills.</p> <p>(7) I show perseverance when trying new skills.</p> <p>(7) I challenge myself to try dribbling with one hand.</p> <p>(8) I challenge myself to try the more difficult tasks.</p>	<p>(1)I can explore different skills with my ball.</p> <p>(3)I am aware if I am more successful stopping the ball with my feet or hands and use this in the game.</p> <p>(3)I understand that if I roll the ball away from others I will score more points.</p> <p>(6) I understand that the closest person to the ball should retrieve it as they are more likely to be able to catch it.</p>
		Dance Year 1	<ol style="list-style-type: none"> 1. To explore travelling actions. To be able to use counts of 8 to move in time with music. 2. To remember and repeat actions. To respond imaginatively to a stimulus. 3. To copy, remember and repeat actions that represent the theme. 4. To copy, remember and repeat actions. To choose and perform actions that represent the theme. 5. To use expression to show feelings. To create actions that relate to the story. 6. To use a pathway when travelling. To remember and repeat actions. 7. To choose actions that represent the theme. 	<p>(1)I show respect when watching others perform.</p> <p>(2) I show respect when watching others perform.</p> <p>(3) I show respect when watching others perform.</p> <p>(4) I can discuss and share ideas with a partner before deciding together what actions to do.</p> <p>(6) I can discuss ideas and come to a decision with a partner about which pathway to use.</p> <p>(7) I show an awareness of others when using the hoops to keep everyone safe.</p> <p>(8) I show an awareness of others when using equipment.</p>	<p>(1) I am confident to move and perform.</p> <p>(3) I show confidence to move in character as a pirate.</p> <p>(4) I can accept ideas that differ from my own.</p> <p>(6) I show kindness to others when providing feedback.</p>

Y1/2

	<p>To copy, remember and repeat actions that represent the theme.</p> <p>8. To show changes in expression, level and shape.</p>			<p>(8) I can provide feedback to others about their performance.</p>
Fitness	<ol style="list-style-type: none"> To understand how to run for longer periods of time without stopping. To develop co-ordination through hula hoop skills. To develop co-ordination and timing when jumping in a long rope. To develop individual skipping. To take part in a circuit to develop stamina and co-ordination. To take part in a circuit to develop stamina and agility. To explore exercises that use your own body weight. To develop 'ABC,' agility, balance and co-ordination. 	<ol style="list-style-type: none"> I encourage others to keep running. I communicate with my partner to turn the rope together. I encourage and support others to keep trying when they find things difficult. I encourage and support my group to keep working throughout the whole two minutes. I encourage and support my group to keep working throughout the whole two minutes. I can work with a partner to complete our names in exercises. I take turns with my partner. I encourage others to try their best. 	<ol style="list-style-type: none"> I show determination not to stop running during the challenges. I persevere with tasks that are new and challenging to me. I persevere with the skipping and turning challenges even if I find them difficult. I persevere with the skipping challenges. I challenge myself to continue to work for the whole time. I challenge myself to continue to work for the whole time. I persevere with the footwork patterns even if I find them difficult. 	<ol style="list-style-type: none"> I understand that running at a steady speed will help me to run for a longer period of time. I can explore different skills with a hoop. I can create a short routine of hoop skills. I can say what I liked about somebody else's routine. I can use diagrams to see which exercises to complete. I can identify which ladder drill I find the easiest and which I find the most difficult.
Fundamentals Year 2	<ol style="list-style-type: none"> To develop balancing and moving with control. To develop balance, stability and landing safely. To explore how the body moves differently when running at different speeds. To develop changing direction and dodging. To develop and explore jumping, hopping and skipping actions. To develop co-ordination and combining jumps. To develop combination jumping and skipping in an individual rope. To apply fundamental skills to a variety of challenges. 	<ol style="list-style-type: none"> I decide with my partner how to arrange our ropes. I take turns with others when sharing equipment. I can decide with a partner which route to take. I show respect for others by playing within the rules. I can communicate with others to decide who to try and tag. I work with others, taking turns and helping them to remember the actions. I can discuss my ideas with others and work as a group to come to a decision about our jumping pattern. I encourage others to keep trying. I encourage others to try their best. 	<ol style="list-style-type: none"> I show determination when trying new challenges. I play honestly, returning to the start line if caught. I play within the rules. I challenge myself to beat my lowest score. I persevere with the skipping challenges even if I find them difficult. I persevere with the challenges, not giving up if I find things difficult. 	<ol style="list-style-type: none"> I can create a jumping pattern with different take offs and landings. I can identify differences between jogging and sprinting. I understand what to do with my body to run faster. I can discuss and identify which action is best for me to get me across the stream in the lowest number of jumps/hops/skips.
Gymnastics Year 1	<ol style="list-style-type: none"> To explore travelling movements using the space around you. To develop quality when performing gymnastic shapes. To develop stability and control when performing balances. To develop technique and control when performing shape jumps. To develop technique in the barrel, straight and forward roll. To build strength and begin to take body weight on hands. To explore key skills on apparatus showing quality, control and balance. To link gymnastic actions to create a sequence. 	<ol style="list-style-type: none"> I show respect when watching others perform. I can collaborate with a partner to create shapes. I can work safely with and around others. I can work safely and sensibly in a small group. I can work safely and sensibly in a small group. I can take turns and share apparatus with others. I can work safely with others whilst sharing apparatus. 	<ol style="list-style-type: none"> I am confident to share my sequence with others I am confident to perform in front of others. 	<ol style="list-style-type: none"> I can choose my own actions to build a sequence. I can explore shapes with my body to represent a letter. I can choose travelling actions and balances to link together. I can create a sequence using different actions and remember which actions I have included. I understand how to make shapes with my body that help me to roll. I understand that gymnastics helps me to build strength and flexibility. I can select actions that are suited to certain pieces of apparatus. I can select and link actions to create a sequence.

<p>Net / wall games</p>	<ol style="list-style-type: none"> 1. To defend space, using the ready position. 2. To defend space, using the ready position. 3. To play against an opponent and keep the score. 4. To develop control when handling a racket. 5. To develop racket and ball skills. 6. To develop sending a ball using a racket. 7. To develop playing over a net. 7. To develop placing the ball. 8. To develop hitting over a net. 	<ol style="list-style-type: none"> (1) I show good sportsmanship towards my partner when playing against them. (2) I play co-operatively with a partner, encouraging them to try their best. (3) I show an awareness of others, moving sensibly to keep everyone safe. (3) I congratulate my partner and say well played at the end of the game. (4) I can support and encourage my teammates. (5) I encourage others to keep trying. (6) I show good sportsmanship, shaking their hand at the end of a game and saying 'well played.' (6) I can work with a partner to improve on our best score. (7) I can work with a partner to keep a rally going. (8) I can work co-operatively in a group, taking turns and keeping score. 	<ol style="list-style-type: none"> (1) I can self-manage my game. (2) I persevere with new and challenging skills. (3) I show honesty and fair play. (4) I persevere with challenges I find difficult. (5) I show determination to get better at the challenges, not giving up. (8) I challenge myself to complete the task set. 	<ol style="list-style-type: none"> (1) I understand where to throw the ball to make it more challenging for my partner. (2) I understand that by returning to the ready position each time, I am able to quickly receive the next ball. (3) I understand how to make it difficult for my opponent to catch the ball. (4) I can work out how to pick up my ball without using my hands. (4) I understand the changes that happen in my body when I begin to exercise. (7) I understand how to make it difficult for my opponent to catch the ball. (8) I understand how to make it difficult for my opponent to catch the ball.
<p>Striking and fielding</p>	<ol style="list-style-type: none"> 1. To roll a ball towards a target. 2. To track a rolling ball quickly to limit a batter's score. 3. To develop accuracy in underarm throwing and consistency in catching when fielding a ball. 4. To develop overarm throwing. 5. To develop striking a ball with my hand and equipment. 6. To retrieve a ball when fielding. 7. To understand how to get a batter out. 8. To develop decision making and understand how to score points. 	<ol style="list-style-type: none"> (1) I can communicate with my partner, deciding where to move to and how to improve our score. (2) I can work co-operatively with a partner and in a small group to organise and play games. (2) I can communicate with my group to decide who should collect the ball. (3) I can encourage my teammate as they are working. (4) I can communicate with the other fielders in my team to effectively field the beanbag. (5) I work with others in my group to organise our game. (6) I can support and encourage others to keep trying. (7) I show kind and considerate behaviour towards others when playing competitively. (8) I show kind and considerate behaviour towards others when playing competitively. 	<ol style="list-style-type: none"> (1) I show honesty and fair play when playing against an opponent. (5) I keep trying if I find striking the ball difficult. (6) I show honesty when playing against others. (8) I show honesty and fair play when batting. 	<ol style="list-style-type: none"> (2) I understand who should collect the ball and why. (4) I tactically place the beanbag away from others to score more points. (5) I tactically hit the ball away from others to score more points. (7) Understand the roles of a batter, bowler and fielder.
<p>Team building Year 1</p>	<ol style="list-style-type: none"> 1. To listen to and follow instructions. 2. To co-operate and communicate with a partner to solve challenges. 3. To work co-operatively as a team, listening to others and taking turns. 4. To explore and develop teamwork skills. 5. To develop communication skills. 6. To use communication skills to lead a partner. 7. To plan with a partner and small group to solve problems. To listen to others and share ideas. 8. To communicate with a group to solve challenges. 	<ol style="list-style-type: none"> (1) I can show an awareness of others when moving around to keep everyone safe. (2) I communicate with my partner to ensure we move at the same time and speed. (2) I trust in my partner to keep me safe. (3) I take turns with my team, making sure everyone has a fair go. (4) I communicate with others to complete the task. (4) I contribute to the group to help to complete the tasks. (5) I communicate clear instructions to help to keep my partner safe. (6) I include all members of the group. 	<ol style="list-style-type: none"> (1) I show honesty when playing. (2) I show determination to complete the challenge. (5) I place trust in my partner that they will keep me safe. (6) I am confident to lead and make decisions for my group. 	<ol style="list-style-type: none"> (1) I understand and can react to the information being given. (3) I understand which equipment to go for first to try to improve my team's score. (5) I use key words that are going to help my partner, helping to keep my instructions clear. (6) I give clear instructions to help my group. (7) I can create a plan to help my team to score the most points. (8) I can make a plan with my group to help us to do our best in the challenges.

			<p>(7) I can communicate with my partner to decide who to try to catch or free.</p> <p>(7) I work co-operatively with my team, helping each other to move our train.</p> <p>(8) I can communicate with my group to keep the balloon off the floor.</p>		
	Yoga	<p>1. To explore yoga and mindfulness.</p> <p>2. To copy and repeat yoga poses.</p> <p>3. To develop an awareness of strength when completing yoga poses.</p> <p>4. To develop an awareness of flexibility when completing yoga poses.</p> <p>5. To create yoga poses using a hoop.</p> <p>6. To copy and remember actions linking them into a flow.</p> <p>7. To create a flow and teach it to a partner.</p> <p>8. To explore poses and create a yoga flow.</p>	<p>(3) I can lead a small group safely around the space.</p> <p>(5) I can make sensible decisions to keep myself and others safe.</p> <p>(5) I can work with a partner, helping each other to remember the flow.</p> <p>(6) I can work with others, sharing ideas to create a flow.</p> <p>(7) I can teach a partner using clear instructions.</p> <p>(8) I can lead others, demonstrating a yoga pose for them to copy.</p>	<p>(1) I show focus and concentration when completing breathing exercises.</p> <p>(4) I show honesty when playing games.</p> <p>(4) I can focus.</p> <p>(6) I show confidence to share my ideas with the class.</p> <p>(7) I can sit calmly and focus on one thing.</p>	<p>(1) I can recognise how yoga makes me feel.</p> <p>(2) I can suggest ideas for poses.</p> <p>(3) I can recall and select poses from the poses we have learnt.</p> <p>(5) I can select and apply the poses learnt.</p> <p>(6) I can make quick decisions with others to solve a challenge.</p> <p>(7) I can think of my own ideas to create a desert flow.</p> <p>(8) I can identify how yoga makes me feel.</p>

Cycle 2

KS1	<i>Physical</i>	<i>Social</i>	<i>Emotional</i>	<i>Holistic / thinking whole child</i>	
Y1/2	Athletics Year 2	<ol style="list-style-type: none"> 1. To develop the sprinting action. 2. To develop rhythm and balance in running over obstacles. 3. To develop agility and co-ordination. 4. To develop jumping for distance. 5. To develop technique when jumping for height. 6. To develop throwing for distance. 7. To develop throwing for accuracy. 8. To develop technique when taking part in an athletics carousel. 	<ol style="list-style-type: none"> (2) I can support and congratulate others. (3) I can make safe decisions when moving around others. (4) I can make safe decisions when moving around others. (5) I make safe and responsible decisions when jumping over equipment. (6) Can make safe decisions when moving around others and stop to prevent myself bumping into people. (6) I can work collaboratively with a partner (6) I congratulate my partner for working hard and for using a good technique. (7) I can support my partner to achieve their personal best. 	<ol style="list-style-type: none"> (4) I show determination to improve on my pervious jumps. (5) Thinking: I can observe others and provide feedback. (8) I show determination to improve on my previous throw. 8 I can work independently. 8 I show determination to achieve my personal best at each station. 	<ol style="list-style-type: none"> (1) Can identify strengths and areas for development in my sprinting technique. (1) Can explore running techniques and decide on an action that is the most suitable. (1) Understand what good technique looks like and can recognise it when I see it. (2) can observe others and (3) Understand what good technique looks like and can recognise it when I see it. Recognise good technique. (4) I can identify areas for improvement in a classmate's technique. (5) I can observe my partners jumping technique and use this to give them feedback. (6) I can explore different take offs and use this to help me jump higher.
	Ball skills Year 1	<ol style="list-style-type: none"> 1. To develop control and co-ordination when dribbling a ball with your hands. 2. To explore accuracy when rolling a ball. 3. To explore throwing with accuracy towards a target. 4. To explore dribbling and rolling skills developing control and accuracy. 5. To explore catching with two hands. To recognise changes in the body during exercise. 6. To explore control and co-ordination when dribbling a ball with your feet. 7. To explore tracking a ball that is coming towards me. 8. To explore ball skills (rolling, dribbling, throwing, tracking and catching) in small group games. 	<ol style="list-style-type: none"> (1) (4) (7) I can communicate with other pupils in my class. (2) (5) I support other children in the class. (3) (6) (8) I can co-operate with other children in my class. 	<ol style="list-style-type: none"> (1) I persevere in the challenges I am set. (2) I am honest in the games I play. (3) (4) (5) (6) (7) I challenge myself in the tasks I am set. (8) I play games honestly and abide by the rules. 	<ol style="list-style-type: none"> (1) (2) (5) I can explore actions. (3) (4) (8) I can make my own decisions in the games I play. (4) I can select and apply the appropriate technique for the task. (6) I can use simple tactics in the tasks I am set. (7) I understand the teaching points and how they can help me to improve. (8) I can select and apply skills for the set task.
	Dance Year 2	<ol style="list-style-type: none"> 1. THEME: Exploring space and travel To remember, repeat and link actions. To explore space and simple movement patterns. 2. THEME: Actions and rhythms 	<ol style="list-style-type: none"> (1) I move sensibly to keep myself and others safe. (2) I can teach a partner the actions I have created. 	<ol style="list-style-type: none"> (2) I am confident to perform using facial expressions to help to tell the story. (7) I can perform confidently. 	<ol style="list-style-type: none"> (1) I can think of my own actions to create my dance. (1) I can remember and repeat the actions in my dance.

	<p>To create actions and accurately copy other's actions.</p> <p>3. THEME: The Circus To copy, remember and repeat actions. To use facial expressions to show different characters.</p> <p>4. THEME: The Circus To perform in unison. To create interesting shapes with a partner.</p> <p>5. THEME: Mirrors To be able to mirror a partner. To work with a partner to create ideas.</p> <p>6. THEME: The Rainforest To create actions in response to a stimulus. To copy and repeat actions.</p> <p>7. THEME: The Rainforest To copy, create and perform actions in response to the stimulus. To use dynamics in the performance.</p> <p>8. THEME: The Rainforest To create a short dance phrase with a partner showing clear changes of speed.</p>	<p>(2) I can work with a partner to practise and perform our dance.</p> <p>(4) I can share ideas with a partner to create travelling actions and balances.</p> <p>(5) I can share ideas with a partner and come to a decision together about which actions to include.</p> <p>(6) I can decide with a partner the order of our actions.</p> <p>(6) I am considerate of others when travelling in the space</p> <p>(8) I can work with a partner moving in time with them and mirroring them.</p>		<p>(2) I can provide feedback to others about their performance.</p> <p>(3) I can provide feedback to others about their performance.</p> <p>(4) I can create actions that represent a tightrope walker.</p> <p>(5) I can observe others and think of ways to improve my own performance.</p> <p>(6) I can observe and provide feedback about the travelling actions and pathways used.</p> <p>(7) I understand that dynamics change how the action is performed.</p> <p>(7) I can create my own actions to represent the river.</p> <p>(8) I can provide feedback to another pair.</p> <p>(8) I can use feedback provided to me to improve my performance.</p>
Fundamentals Year 1	<ol style="list-style-type: none"> 1. To explore balancing and to be able to move with control. 2. To explore balance, stability and landing safely. 3. To explore how the body moves differently when running at different speeds. 4. To explore changing direction and dodging. 5. To explore jumping, hopping, and skipping actions. 6. To explore co-ordination and combining jumps. 7. To explore combination jumping and skipping in an individual rope. 8. To apply fundamentals skills to a variety of challenges. 	<ol style="list-style-type: none"> (1), (2), (3) I can interact with other pupils in the class. (4) I know how to move around whilst keeping myself and others safe. (5) I support and encourage others. (6) I can interact with other pupils in the class and help them with the task. (7) I can praise others in the class. (8) I can interact with other pupils in the class. 	<ol style="list-style-type: none"> (1), (2) I can challenge myself. (3) I can control my excitement and work with sensibly and safely. (4) I can play honestly and abide by the rules. (5) I can challenge myself to get the best score for me. (6) I persevere when learning something new. (7) I can take my time and not give up when I am struggling. (8) I try my best at the challenges I am given. 	<ol style="list-style-type: none"> (1), (2) I can listen to the instructions and understand what to do with my body to control my movements. (2) I can select the right equipment to be successful. (3) I can identify the difference between walking, jogging, and sprinting. (4) I can listen to the instructions and understand what to do with my body to change direction. (5) I can identify what movement to choose to succeed in the task. (6) I can listen to the instructions and understand what to do with my body to move it inside the ropes and out again. (7) I listen to the instructions and understand what to do with my body to clear the rope. (8) I listen to the instructions and understand what to do with my body to run faster, throw further or jump.
Gymnastics Year 2	<ol style="list-style-type: none"> 1. To perform gymnastic shapes and link them together. 2. To be able to use shapes to create balances. 3. To explore travelling actions, directions and levels. 4. To be able to link travelling actions and balances using apparatus. 5. To demonstrate different shapes, take off and landings when performing jumps. 	<ol style="list-style-type: none"> (1) I can teach a partner my sequence. (2) I can work safely with others. (6) (7) I can share a working space with a partner. (7) I can work safely when using apparatus. (8) I can share equipment and work safely with others. 	<ol style="list-style-type: none"> (2) I can work independently to create my own balances. (3) (4) (5) (6) (8) I am confident to perform in front of others. (3) (4) I am patient when waiting to use equipment. (7) I am confident to share my ideas with others. 	<ol style="list-style-type: none"> (1) I can link shapes together to create a short sequence. (2) I am imaginative and can create and explore balances. (3) I can change my travelling action so that it shows a different level. (4) I can select balances and travelling actions to create a sequence.

	<p>6. To develop rolling and sequence building. 7. To develop exploring apparatus. 8. To develop sequence work on apparatus.</p>			<p>(5) (6) I can select actions to build a sequence. (7) I can explore actions and apparatus. (8) I can remember and repeat actions that I have linked together. (8) I can identify what makes a good performance and use this to provide feedback to others.</p>
Invasion	<p>1. To develop dribbling towards a goal. To understand what being 'in possession' means. 2. To develop passing to a teammate with your feet. To understand who to pass to and why when playing against a defender. 3. To develop dribbling a ball with hands. To move towards a goal with the ball. 4. To develop throwing to a teammate. To support a teammate when in possession. 5. To move into space showing an awareness of defenders. 6. To develop dodging and use it to lose a defender. 7. To be able to stay with a player when defending. 8. To develop taking a ball towards goal.</p>	<p>(1) I congratulate my partner and say well played at the end of the game. (2) I come to decisions with others by communicating my ideas. (3) I can work co-operatively with others, taking turns at being the attacker and defender. (4) I communicate with others in my team to let them know when I am in space. (5) I support and encourage others in my team. (6) I work co-operatively with a team. (7) I show kindness towards my teammate and others. (8) I show kindness towards my teammate and others.</p>	<p>(3) I show honesty and play fairly. (5) I show fair play and play within the rules. (6) I show fair play and play within the rules. (7) I play honestly and within the rules. (8) I play honestly and within the rules.</p>	<p>(1) I understand when I am an attacker and when I am a defender. (2) I can identify with a partner what we can do to improve our score. (2) I can make decisions where to pass to, to keep possession. (3) I understand where to move to help me to keep possession. (4) I understand who to pass to, to keep possession. (5) I understand where to move to, to support a teammate. (8) I understand that moving into space away from defenders will help my team to keep possession. (8) I understand that if I get closer to the goal, I am more likely to score.</p>
Sending and receiving	<p>1. To roll a ball towards a target. 2. To be able to track and receive a rolling ball. 3. To be able to stop, send and receive a ball with your feet. 4. To develop sending and receiving a ball with your feet. 5. To develop throwing and catching skills. 6. To develop throwing and catching skills. 7. To send and receive a ball using a stick. 8. To send and receive a ball using a racket.</p>	<p>(1) I can communicate with my partner, deciding where to move to and how to improve. (2) (3) I communicate with my partner to let them know when and where I want to receive the ball. (4) I can work with my group to organise our equipment and game. (4) I congratulate others when they do something well or try hard. (5) I encourage others to keep going in the warm up challenges. (6) I communicate to my teammate when I am ready to receive the ball. (6) I congratulate others when they try hard or do something well. (8) I can work with others to organise our playing space.</p>	<p>(1) I show honesty when trying to hit the cones. (5) I try my best not to stop when completing the warm up challenges.</p>	<p>(1) (2) I can identify what I can do to improve. (3) I understand who to pass to, to score points. (5) I can discuss what I can do to improve and use this to increase my score. (7) I understand who to pass to, to help my team to score. (8) I can identify what is the same when sending and receiving any object.</p>
Target games	<p>1. To develop underarm throwing towards a target. 2. To develop throwing for accuracy. 3. To develop throwing for accuracy. 4. To develop underarm throwing for accuracy. To explore overarm throwing towards a target. 5. To develop throwing for accuracy with an underarm and overarm throw. To develop throwing for distance. 6. To develop throwing for accuracy and distance. To select the correct technique for the situation. 7. To develop throwing for accuracy. To develop throwing for distance.</p>	<p>(1) I work well with others. (2) I am a good teammate and support others. (3) I am a good teammate and work well with others. (4) I am working on my leadership skills. (5) I am working to safely lead others. (6) I work well with others and encourage my peers. (7) (8) I can work safely with and around others.</p>	<p>(1) (6) (7) I persevere in the tasks I am set. (2) (4) (5) (8) I am honest and follow the rules. (3) I persevere in the games that I play.</p>	<p>(1) I can make decisions to select and apply the correct technique. (2) (3) (4) (7) I can select and apply the correct technique. (5) I am creative and can adapt the rules. (6) I am creative in my approach (8) I make decisions about the type of action to use.</p>

		8. To develop throwing for accuracy and distance under pressure.			
	Team building year 2	<ol style="list-style-type: none"> 1. To follow instructions and work with others. 2. To develop communication skills when working with a partner. 3. To co-operate and communicate in a small group to solve challenges. 4. To create a plan with a group to solve the challenges. 5. To communicate effectively and develop trust. 6. To work as a group to solve problems. 7. To discuss and plan with a partner and small group to solve problems. 8. To work with a group to copy and create a basic map. 	<ol style="list-style-type: none"> (1) I can work with a partner and small group, supporting and encouraging them. (2) I can negotiate with a partner about who should do which part of the task. (3) I can communicate clear instructions to others to help them to complete the challenge. (4) I can work with others to create a plan. (4) I make sure that all of my team are included. (5) I can give clear instructions to my partner to guide them. (6) I use kind words to support others. (6) I encourage my teammates. (7) (8) I include all members of my team. 	<ol style="list-style-type: none"> (2) I show behaviour that is accepting of others. (5) I place trust in others. (7) I am accepting of decisions that are made. (8) I am accepting of the ideas we choose. 	<ol style="list-style-type: none"> (1) I think about the information given to me before acting. (1) I can make a plan with my group to help us to solve the challenge. (2) I can identify my strengths when choosing a task. (3) I can contribute my ideas to help to complete the challenge. (4) I can identify what we did well as a team and how we could improve. (6) I focus on my team's plan and how we are going to solve the challenges. (7) I can create a plan to do the best we possibly can when completing the challenges.
	Fitness	<ol style="list-style-type: none"> 1. To understand how to run for longer periods of time without stopping. 2. To develop co-ordination through hula hoop skills. 3. To develop co-ordination and timing when jumping in a long rope. 4. To develop individual skipping. 5. To take part in a circuit to develop stamina and co-ordination. 6. To take part in a circuit to develop stamina and agility. 7. To explore exercises that use your own body weight. 8. To develop 'ABC,' agility, balance and co-ordination. 	<ol style="list-style-type: none"> (1) I encourage others to keep running. (3) I communicate with my partner to turn the rope together. (4) I encourage and support others to keep trying when they find things difficult. (5) I encourage and support my group to keep working throughout the whole two minutes. (6) I encourage and support my group to keep working throughout the whole two minutes. (7) I can work with a partner to complete our names in exercises. (7) I take turns with my partner. (8) I encourage others to try their best. 	<ol style="list-style-type: none"> (1) I show determination not to stop running during the challenges. (2) I persevere with tasks that are new and challenging to me. (3) I persevere with the skipping and turning challenges even if I find them difficult. (4) I persevere with the skipping challenges. (5) I challenge myself to continue to work for the whole time. (6) I challenge myself to continue to work for the whole time. (8) I persevere with the footwork patterns even if I find them difficult. 	<ol style="list-style-type: none"> (1) I understand that running at a steady speed will help me to run for a longer period of time. (2) I can explore different skills with a hoop. (2) I can create a short routine of hoop skills. (2) I can say what I liked about somebody else's routine. (7) I can use diagrams to see which exercises to complete. (8) I can identify which ladder drill I find the easiest and which I find the most difficult.

Cycle 1

LKS2		Physical	Social	Emotional	Holistic / thinking whole child
Y3/4	Athletics Year 3	<ol style="list-style-type: none"> To develop sprinting technique To develop change over in relay events. To develop fluency and rhythm whilst running over obstacles To develop jumping technique in a range of approaches and take off positions To develop jumping for height and safety on landing To develop throwing for distance and accuracy Develop distance for throwing in a pull throw To develop officiating and performing skills 	<ol style="list-style-type: none"> (1,2) support others and congratulate others (2) provide feedback to my team to achieve a shared goal (3) discuss with group and come to shared decisions (4) Collaborate with a partner to jump the furthest distance. (5) Make safe and responsible decisions whilst jumping over equipment (6) Congratulate others whilst competing (6) Work safely and only throw on a teachers command (6) Respectful of opponents (7) Congratulate a partner for working hard and for using a good technique (8) Work with a group to make sure that they are ready for the activity. (8) Support a partner to achieve a personal best 	<ol style="list-style-type: none"> (1) show determination to achieve my best (4) Show perseverance and determination to achieve my personal best whether I win or lose (7) Show determination to improve on previous throw 	<ol style="list-style-type: none"> (1) provide and discuss feedback with a partner (4) Identify which jump can get me furthest and use this tactic to help me compete (5) Identify areas for improvement in my groups jumping technique and help to provide them with feedback
	Ball Skills Year 3/4	<ol style="list-style-type: none"> 1,2. To develop confidence and accuracy when tracking a ball 3. To explore and develop a variety of throwing techniques 4. To develop throwing under pressure 5. To develop catching skills using one and two hands 6. To develop dribbling a ball with hands 7. To use tracking, sending and dribbling skills with feet 8. To work with others to create a game using the skills learnt 	<ol style="list-style-type: none"> 1. I use communication skills to coach my partner. 2. I can communicate well with others in my group. 3. I communicate with my teammate to tell them when and where to throw the ball 4. I show honesty when playing in small groups. 5. I can work with my partner to agree on a suitable challenge. 6. I work safely around others. 7. I communicate clearly with my partner to complete the task. 8. I listen to others' ideas and work together to come up with a plan. 	<ol style="list-style-type: none"> 1. I show perseverance as the task gets harder. 2. I show perseverance when I find things challenging. 3. I remain calm when under pressure. 5. I challenge myself in the activities I do. 6. I persevere when I find a challenge tricky. 7. I play fairly and to the rules. 	<ol style="list-style-type: none"> 2. I am developing an understanding of tactics. 3. I can make quick decisions. 4. I can select the appropriate action for the situation. 5. I can reflect on previous success and adjust the task accordingly. 7. I can use my knowledge of ball handling skills when completing skills with my feet. 8. I can think of ideas and rules for a game.
	Cricket Year 3/4	<ol style="list-style-type: none"> To develop overarm throwing and catching. To develop underarm bowling. To learn how to grip the bat and develop batting technique. To develop the batting technique. To be able to field a ball using a two handed pick up and a short barrier. To develop overarm bowling technique. To be able to play the role of bowler, batter, wicket keeper and fielder in a game. To play apply skills learnt to mini cricket. 	<ol style="list-style-type: none"> 1, 8. I can work in collaboration with others. 2. I can communicate with my teammates. 4. I can work collaboratively with others to manage our own game. 5. I can support and congratulate others. 7. I can work collaboratively in a group to self-manage games. 8. I am respectful and congratulate others. 	<ol style="list-style-type: none"> 2. I can persevere when learning a new skill. 3. I can persevere when learning a new skill. 4. I can persevere when learning a new skill. 6. I can play to the rules. 7. I can play honestly playing to the rules of the game. 8. I show determination and perseverance in the games I play. 	<ol style="list-style-type: none"> 1. I can explore overarm throwing and decide the best technique. 2. I can observe my partner's technique and provide them with feedback. 3. I can recognise where the fielders are and attempt to hit the ball away from them. 5. I can make decisions about which fielding technique to use. 6. I can observe and provide feedback.

<p style="text-align: center;">Dance Year 4</p>	<ol style="list-style-type: none"> 1. To copy and create actions in response to an idea; to use changes of space to adapt the set material. 2. To choose actions which relate to the theme; to work with a partner to show action and reaction. 3, 4. To use actions, dynamics, spacing and timing to represent a state of matter. 5. To remember and repeat actions and create dance ideas in response to a stimulus. 6. To use action and reaction when creating ideas with a partner. 7. To remember, repeat and create actions to represent an idea. 8. To use choreographing ideas to change how actions are performed. 	<ol style="list-style-type: none"> 1. I can work co-operatively with a partner to refine the set choreography and to adapt it. 2. I can help my partner to remember the choreography. 3. I am considerate of other's ideas and opinions. 4. I work co-operatively in my group, helping each other to remember our choreography and create new ideas. 5. I can work with a partner to create our own ideas for a superpower; I show respect for others when watching them perform. 7. I can collaborate with my partner, sharing ideas to create a dance. <p>I include all members of my group, listening to everyone's ideas.</p>	<ol style="list-style-type: none"> 2. I show confidence to perform to others. 6. I am aware of how others feel and structure my feedback taking this into consideration. 7. I am confident to perform. 	<ol style="list-style-type: none"> 1. I can provide others with feedback about how they can improve their performance; I can adapt the choreography to include changes in direction or pathway. 2. I can act on feedback given to me to improve my performance. 3. I understand how to choose ideas that represent each state of matter. 4. I can remember and repeat dances that have a number of counts; I can provide feedback using set criteria. 6. I understand how to improve my work. 8. I understand how to tell a story through dance by changing how the actions look.
<p style="text-align: center;">Fitness Year 3/4</p>	<ol style="list-style-type: none"> 1. To develop an awareness of what your body is capable of; to test and record baseline fitness scores. 2. To develop your sprinting technique; to develop your speed. 3. To develop strength using my own body weight. 4. To complete actions to develop co-ordination. 5. To complete actions to develop agility. 6. To complete actions to develop balance. 7. To complete actions to develop stamina. 8. To re-test fitness scores and recognise improvement. 	<ol style="list-style-type: none"> 1, 7. I can support and encourage others. 2. I am respectful of my teammates and my opponents. 3. I can support and encourage others to persevere. 4. I can work collaboratively with others to manage our own game; I can communicate with my partner to check that they are ready to receive the ball. 6. I can work safely whilst travelling over equipment. 	<ol style="list-style-type: none"> 1, 3. I can persevere to achieve my personal best. 6, 8. I show determination and work hard to achieve my personal best. 7. I can challenge myself to persevere when I get tired. 	<ol style="list-style-type: none"> 1. I can observe my partner and provide them with feedback. 5. I can make decisions to trick the defenders; I recognise when I was successful and what I need to do to improve. 7. I can recognise changes in my body when I work for sustained periods of time. 8. I can recognise areas of strength and areas for development and suggest ways in which to improve.
<p style="text-align: center;">Fundamentals Year 3/4</p>	<ol style="list-style-type: none"> 1. To develop balancing and understand the importance of this skill. 2. To move and stop with control and balance. 3. To understand how to change speed and be able to demonstrate good technique when running at different speeds. 4. To demonstrate a change of direction. 5. To demonstrate a change of speed and direction to outwit others. 6. To develop technique and control when jumping, hopping and landing. 7. To develop skipping in a rope. 8. To apply fundamental skills to a variety of challenges. 	<ol style="list-style-type: none"> 1. I can interact with others; I show respect towards others when competing. 2. I can work safely around others. 3. I listen to others and share ideas. 4. I work with others on my team to achieve a shared outcome. 5. I can play fairly with others. 6. I can work with a small group, listening to others and sharing ideas. 7. I can show support and kindness towards others. <p>I can encourage others in my group; I can communicate with others to set up the activities.</p>	<ol style="list-style-type: none"> 1. I challenge myself to work to the best of my ability. 3. I challenge myself to work hard. 4. I play honestly and fairly. 5. I don't give up; I show honesty when playing games. 6. I am honest when competing. 7. I am determined not to give up if I find things challenging; I can challenge myself. 8. I try my hardest. 	<ol style="list-style-type: none"> 2. I can identify space and understand what to do with my body to control my movements. 3. I can change my speed to be able to continue to run over a period of time. 4. I can identify areas of strength and area for development. 5. I can create a plan to help me outwit an opponent. 6. I can create a plan based on my findings. 8. I can listen to the instructions and understand what to do.
<p style="text-align: center;">Gymnastics Year 4</p>	<ol style="list-style-type: none"> 1. To develop individual and partner balances. 2. To develop control in performing and landing rotation jumps. 3. To develop the straight, barrel, forward and straddle roll. 4. To develop the straight, barrel, forward and straddle roll. 5. To develop strength in inverted movements. 	<ol style="list-style-type: none"> 1. I can work safely when learning a skill. 1. I am respectful of others when they are performing. 2, 4. I can work safely with and around others. 5, 6, 8. I can work with a partner to create and perform a sequence. 7. I can use equipment safely and responsibly. 	<ol style="list-style-type: none"> 8. I am confident to perform in front of others. 	<ol style="list-style-type: none"> 1. I can identify what makes a good balance and use this to help me improve my balances. 2, 3, 5, 6, 7, 8... I can observe others and provide feedback on their performances. 3. I can plan and create sequences. 4. I understand what momentum is and how it helps me to roll.

		<p>6. To be able to explore pathways and travelling movements.</p> <p>7. To be able to create a sequence to include apparatus and inverted movements.</p> <p>8. To be able to create a partner sequence to include apparatus.</p>			
	Hockey Year 3/4	<p>1. To develop open stick dribbling.</p> <p>2. To develop sending the ball with a push pass.</p> <p>3. To develop receiving the ball.</p> <p>4. To develop dribbling using the reverse stick (Indian dribble).</p> <p>5. To develop dribbling to beat a defender.</p> <p>6. To develop moving into space after passing the ball.</p> <p>7. To be able to use an open stick tackle.</p> <p>8. To apply defending and attacking principles and skills in a hockey tournament.</p>	<p>1. I can make safe decisions when holding the hockey stick.</p> <p>1, 4. I can communicate with teammates.</p> <p>2. I can communicate with my teammates when I am free.</p> <p>3. I can help my team know when and where to shoot.</p> <p>5, 8. I can work collaboratively in a team.</p> <p>6, 8. I can support my teammates and congratulate others.</p> <p>7. I can work collaboratively in a group to self-manage games</p>	<p>2, 4, 5. I can play honestly and within the rules.</p> <p>3, 6. I can play to the rules.</p> <p>7. I am aware of my partner's feelings and can help change the task so that we both experience success.</p> <p>8. I show determination and perseverance in the games I play.</p>	<p>1. I plan my route through the cones and to a free attacker.</p> <p>2. I can identify which gates are undefended and choose to move to them.</p> <p>3. I can make decisions about who to pass to depending on where the defender is.</p> <p>4. I can decide when to use a reverse stick dribble.</p> <p>5, 6. I can make decisions about when to pass and when to dribble.</p> <p>7. I can reflect on my performance and identify things I can do to improve.</p>
	OAA	<p>1. To develop cooperation and teamwork skills.</p> <p>2. To develop communication skills and work effectively with a partner.</p> <p>3. To develop trust and team work.</p> <p>3. To be able to follow and give instructions.</p> <p>4. To work effectively in small groups.</p> <p>4. To develop planning and problem solving skills.</p> <p>5. To involve all team members in an activity and work towards a collective goal.</p> <p>6. To develop trust and accept support.</p> <p>6. To be able to listen to others and follow instructions.</p> <p>7. To be able to identify objects on a map.</p> <p>7. To be able to draw and follow a simple map.</p> <p>8. To draw a route using directions.</p> <p>8. To be able to orientate a map and navigate around a grid.</p>	<p>1. I can communicate with teammates and put forward ideas.</p> <p>3. I can communicate with my team sharing and reflecting on tactics.</p> <p>4. I can listen to others and take on board their thoughts.</p> <p>5, 8. I am inclusive of others.</p> <p>6. I can collaborate with others to create a strategy.</p> <p>7. I can discuss and decide on roles for each of my team members.</p>	<p>1. I show determination to complete a challenge.</p> <p>2, 6. I am aware of other people's feelings and can support them.</p> <p>2. I can play honestly and within the rules.</p> <p>3. I can play to the rules.</p> <p>4, 5, 7, 8. I have the confidence to share my ideas.</p>	<p>1, 2, 4. I can use critical thinking to solve a problem.</p> <p>3, 5. I can evaluate the effectiveness of my tactics and make changes.</p> <p>6. I can create use and adapt tactics.</p> <p>7. I can create a route for others to use. I can draw this route on a map.</p> <p>8. I can use a map to orientate myself.</p>
	Tag Rugby	<p>1. To develop ball handling skills demonstrating increasing control and accuracy.</p> <p>2. To develop throwing, catching and running with the ball.</p> <p>3. To develop an understanding of tagging rules.</p> <p>4. To begin to use the 'forward pass' and 'off side' rule.</p> <p>5. To be able to support a teammate when attacking.</p> <p>6. To be able to dodge a defender and move into space when running towards the goal.</p> <p>7. To develop defending skills and use them in a game situation.</p> <p>8. To be able to apply the rules and tactics you have learnt and play in a tag rugby tournament.</p>	<p>1, 4. I can communicate with others when I am ready to receive the ball.</p> <p>2. I can support my teammates when they are attacking.</p> <p>3. I am inclusive of others.</p> <p>5, 8. I can support and congratulate others.</p> <p>6, 7. I can work with others to self-manage games.</p>	<p>1. I can listen and pay attention to the instructions.</p> <p>2, 3, 4, 5, 6. I can play honestly and within the rules.</p> <p>7. I am proud of my performance, attitude and / or behaviour.</p> <p>8. I show determination and perseverance in the games I play.</p>	<p>1. I can make decisions about who to pass to.</p> <p>2. I can make decisions about when to run and when to pass.</p> <p>3. I can decide when to run and when to pass.</p> <p>4. I understand the rules of the game.</p> <p>5, 7. I can reflect on my own performance and identify what I did well and what I need to do to improve.</p> <p>6. I can identify when to pass and when to dodge.</p> <p>8. I can reflect on my performance and areas to improve.</p>

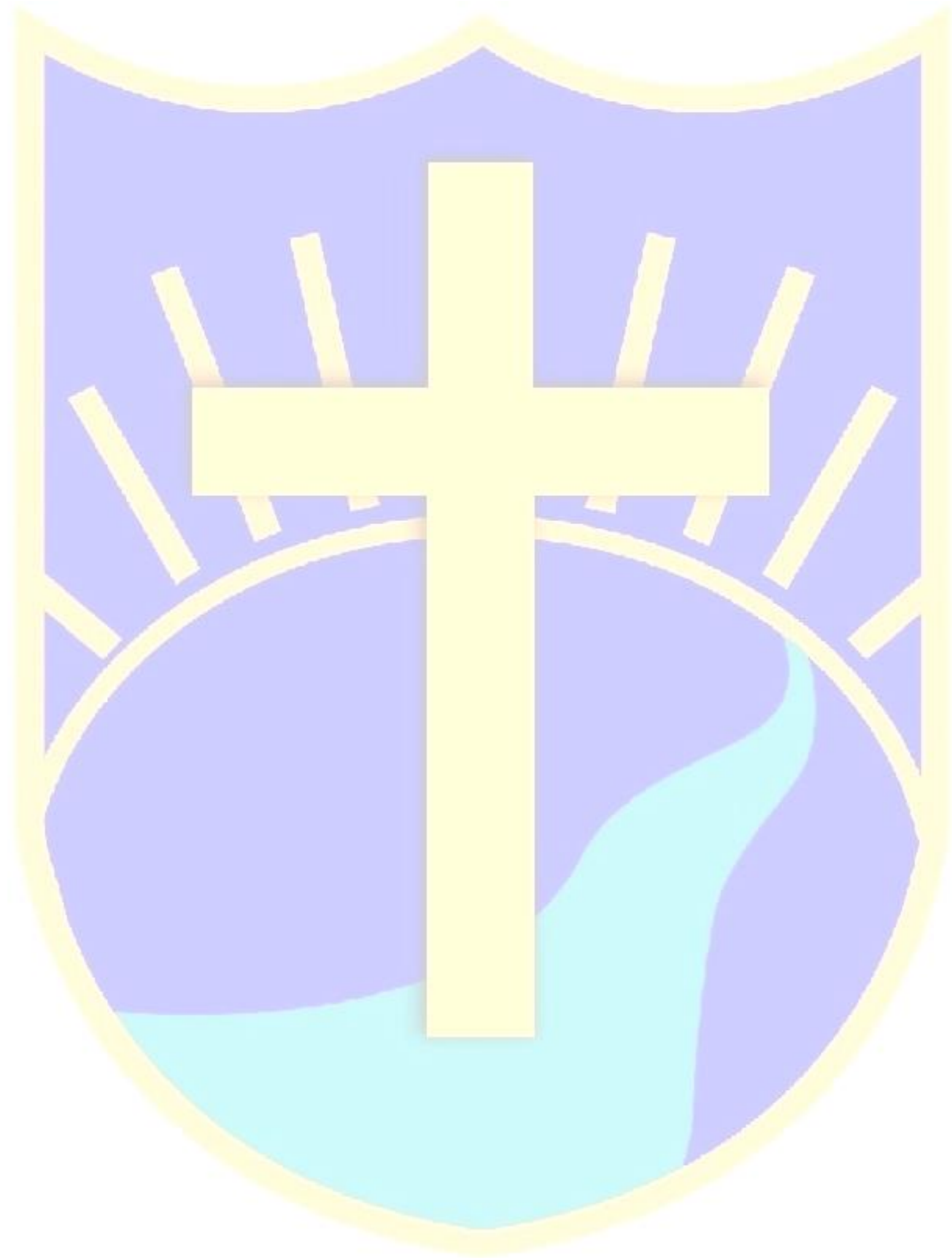
Cycle 2

LKS2		Physical	Social	Emotional	Holistic / thinking whole child
Y3/4	Athletics Year 4	1) To develop stamina and an understanding of speed and pace in relation to distance. 2) To develop power and speed in the sprinting technique. 3) To develop communication skills and technique in relays. 4) To develop technique when jumping for distance. 5) To develop fluency and technique in the vertical jump. 6) To develop power and technique when throwing for distance. 7) To develop a pull throw for distance and accuracy. 8) To develop officiating and performing skills.	1) I can work with my partner to decide on a set pace. 2) I can help organise my team and encourage them to achieve their best. 3) I show respectful behaviour when competing. 5) I make safe and responsible decisions when exploring jumping. 6) I can organise my group to work safely by telling them when to throw and when to collect. 8) I can work with my group to ensure that we are ready for the activity.	1) I show perseverance to complete the run. 6) I showed honesty when measuring throws and by sticking to the rules. 7) I show determination to improve on my previous throw. 8) I show determination to achieve my best at each station.	2) I can provide feedback on my partners sprinting technique to help them improve. 3) I can explore ideas to achieve the quickest time in a race. 5) I can identify areas for improvement in my partners' jumps and use this to provide them with feedback. 7) I can explore different throwing techniques and decide on one that achieves the furthest distance.
	Yoga	1) To develop an understanding of yoga. To explore breathing. 2) To explore connecting breath and movement. 3) To explore new yoga poses and begin to connect them. 4) To explore gratitude when remembering and repeating a yoga flow. 5) To develop flexibility and strength in a positive summer flow. 6) To develop flexibility in an individual yoga flow. 7) To develop confidence and strength in arm balances. 8) To develop balance and control in a paired yoga flow.	2) I can share my feelings with others. 3) I am supportive of others. 4) I help others to get them back into the game. 5) I can work collaboratively with others. 6) I work well with other people. 7) I can work safely with others. 8) I can work collaboratively with others.	1) I can focus on my breathing. 2) I am confident to explore new things. 3) I show focus to concentrate on my breathing. 6) I work with integrity. 7) I work with respect and understanding of what I am able to achieve. 8) I try my best in the challenges I am set.	1) I can identify how yoga makes me feel. 2) I can remember the order of the poses in my flow. 3) I am creative in the poses I choose. 4) I can remember and repeat a yoga flow. 5) I can remember a sequence of yoga poses. 6) I understand what muscles I am using in the different yoga poses. 8) I can link moves that transition well from one to the next.
	Basketball Year 3/4	1) To develop the attacking skill of dribbling. 2) To be able to use protective dribbling against an opponent. 3) To develop the bounce and chest pass and begin to recognise when to use them. 4) To develop a jump stop and pivot to protect the ball in attack. 5) To be able to lose a defender. 6) To develop tracking and defending an opponent. 7) To develop the technique for the set shot. 8) To be able to apply the skills, rules and tactics you have learnt to a mini tournament.	1) I can make safe decisions when moving around others. 4) I can communicate with my teammates. 5) I can work collaboratively in a team. I can support and congratulate others. 6) I can support my teammates and congratulate others. 7) I can work collaboratively in a group to self-manage games. 8) I am respectful and congratulate others.	1) I can play honestly and within the rules. 2) I can work independently. 3) I can play to the rules. 4) I can play honestly and within the rules. 5) I can play honestly and within the rules. 6) I can play to the rules. 8) I show determination and perseverance in the games I play.	1) I can explore different ways to dribble decide on the best technique. 2) I can identify areas of strength and for improvement in mine and my partners' dribbling skills. 3) I can make quick decisions on who to pass to and the type of pass to use. I can observe others and provide feedback on their technique. 4) I can decide when to pass and when to dribble. 5) I can make decisions about where to move to and who to pass to.

					6) I can plan tactics with my team. 7) I can choose when to pass and when to shoot. I can reflect on my performance and areas to improve. 8) I can reflect on my performance and areas to improve.
Dance Year 3	<ul style="list-style-type: none"> 1) To create actions in response to a stimulus and move in unison with a partner. 2) To create actions to move in contact with a partner or interact with a partner. 3) To understand how dynamics affect the actions performed. To be able to select and use actions to represent an idea. 4) To work with a partner to choose actions that relate to an idea. 5) To remember and repeat actions. To use dynamics to clearly show different phrases. 6) To choose actions which relate to the idea. To use space and timing to make my work look interesting. 7) To understand and use formations. To choose poses which relate to the stimulus. 8) To use transitions and changes of timing to move into and out of shapes. 	<ul style="list-style-type: none"> 1) I can share ideas with a partner when exploring actions. 2) I can share ideas with a partner when exploring actions. 3) I can listen to others ideas and decide as a group which ideas we are going to use. I am inclusive of all members of my group. 5) I can give clear instructions to teach my partner my actions. I can share ideas with my partner to create our dance. 6) I include all members of my group, making sure everyone has the opportunity to contribute. 7) I listen to everyone's ideas and decide as a group what to do. 8) I can move safely when working with a partner. 	<ul style="list-style-type: none"> 1) I am confident to perform. 2) I am confident to perform. 3) I show acceptance if my ideas are not chosen. 4) I show confidence to perform my own work. 	<ul style="list-style-type: none"> 1) I can create my own actions that represent machine parts. I can provide feedback to others using correct terminology. 2) I can create my own actions that represent machine parts. I can provide feedback to others using correct terminology. 3) I can listen to others ideas and make decisions about what would be best for the group. 4) I can think of my own ideas in response to the stimulus. 5) I can provide feedback using key words such as pathways, canon and unison. 6) I can think of different formations to use in a group of four. 7) I can say why I think my idea meets the stimulus. 8) I can use feedback given to me to improve my performance. I can choose actions and dynamics that show attracting and repelling magnets. 	
Dodgeball Year 3/4	<ul style="list-style-type: none"> 1) To learn the rules of dodgeball. To be able to play in a mini dodgeball game. 2) To develop throwing towards a target. 3) To develop throwing at a moving target. 4) To use jumps, dodges and ducks to avoid being hit. 5) To develop catching a dodgeball at different heights. 6) To use your whole body to catch a dodgeball. 7) To learn how to block using the ball. 8) To understand the rules of dodgeball and use them to play in a tournament. 	<ul style="list-style-type: none"> 1) I can work in collaboration with others. 4, 5) I can support and congratulate others. 6) I can play showing respect for my teammates and opponents. 7) I can work collaboratively to save teammates. 8) I am respectful and congratulate others. 8) I work collaboratively with others. 	<ul style="list-style-type: none"> 1, 2, 3) I can play honestly playing to the rules of the game. 6) I am confident to go for the catch. 7) I am confident to learn a new skill. 8) I show determination and perseverance in the games I play. 	<ul style="list-style-type: none"> 2) I explore different throwing techniques and decide on the most effective one. 3) I can anticipate where my opponents are moving to. 4, 5) I can make decisions about which technique to use to avoid getting hit. 	
Gymnastics Year 3	<ul style="list-style-type: none"> 1) To be able to create interesting point and patch balances. 2) To be able to match a partner in a sequence. 3) To develop stepping into shape jumps with control. 4) To develop the straight, barrel, and forward roll. 5) To be able to transition smoothly into and out of balances. 6) To create a sequence with matching and contrasting actions and shapes. 7) To explore gymnastics skills using hoops. 	<ul style="list-style-type: none"> 1) I can work safely when learning a skill. 2) I am respectful of others when they are performing. 4) I can work safely with and around others. 5, 6, and 8) I can discuss, plan and create a sequence with a partner. 5) I am supportive of others and am mindful of this when structuring feedback. 7) Can use equipment safely and responsibly. 	<ul style="list-style-type: none"> 6, 8) I can perform my sequence with confidence. 7) I can persevere when learning a new skill. 	<ul style="list-style-type: none"> 1) I can identify what makes a good balance and use this to help me improve my balances. 2) I can observe others and provide feedback on their performances. 3) I can plan, create and perform sequences. 3) I recognise how to make improvements in a sequence. 4) I can plan and create sequences that flow. 	

		8) To create a partner sequence incorporating equipment.			
Football Year 3/4		<ol style="list-style-type: none"> To develop control whilst dribbling the ball. To develop controlling the ball and dribbling under pressure. To develop passing to a teammate. To develop passing and moving. To be able to control the ball with different parts of the body. To develop changing direction with the ball using an inside and outside hook. To be able to jockey / track an opponent. To be able to apply the rules and tactics you have learnt to play in a football tournament. 	<ol style="list-style-type: none"> I can play cooperatively with others to manage our own game. I make quick decisions by communicating with my partner. I can communicate with my teammates to let them know that I am ready to receive a pass. I show respect towards others. I can work collaboratively with my team. I am respectful and congratulate others. 	<ol style="list-style-type: none"> I can play the game fairly and honestly. I persevere when learning a new skill. I can play games showing honesty and fair play. I show determination and perseverance in the games I play. 	<ol style="list-style-type: none"> I can explore dribbling with different parts of my feet. I can make decisions about when to pass and when to dribble. I can make decisions about who to pass to. I can make decisions about what type of turn to use. I understand why it is important to shut down an attacker's space. I can select and apply tactics to the games I play.
Swimming		<ol style="list-style-type: none"> To develop an understanding of buoyancy and balance in the water. To develop independent movement and submersion. To develop gliding and crawl legs. To develop front crawl breathing. To develop gliding and backstroke. To develop rotation, sculling and treading water. To develop surface dives, submersion and handstands. To develop head above water breaststroke technique. To develop head above water breaststroke technique. To develop basic skills in water safety and floating. To learn techniques for personal survival. To develop water safety skills and an understanding of personal survival. 	<ol style="list-style-type: none"> I can work with others to plan a strategy; I can communicate with my group and check that they are ready to receive the ball. I can swim safely around others. I can make safe decisions when creating an obstacle course; I can discuss and share ideas with my group; I can support and congratulate others. I can work safely around others. I can collaborate with others to achieve a set outcome. I can enter the water safely ensuring the water is clear before I enter. I can congratulate and support progress. I can work safely, ensuring the water is clear before jumping in. I can work with others to create a whirlpool. I can work within a small group to practise a new skill; I can support and encourage others. I can communicate and collaborate with others to achieve a set task. 	<ol style="list-style-type: none"> I am confident to learn new skills. I show perseverance and determination to improve on my score. I can work honestly when competing against others. I am aware of other people's feelings and am inclusive when I play games. I can listen and pay attention to the rules of the game. I can work independently when learning a new skill. I show perseverance to complete the course. 	<ol style="list-style-type: none"> I can plan and decide on the best technique to swim with my noodle; I can explore the relationship between breath and buoyancy. I can plan on a route that avoids the catchers. I can observe my partners technique and use this to provide them with feedback. I can remember to breathe every six seconds; I can recognise what I need to do to improve. I can think tactically to overcome a task. I understand how to use my body to scull, tread water and rotate. I can judge the distance between myself and other swimmers when surface diving; I can provide feedback to others. I understand which part of the stroke helps me to gain distance. I can observe my partner's breaststroke technique and can count the number of strokes it takes them to swim 25m; I can read and understand task cards. I understand key safety messages when I am around water. I can think of ways to swim without using my arms, and then without using my legs. I can plan a strategy to swim with others whilst staying in contact with a float; I recognise the importance of the huddle position.
Netball Year 3/4		<ol style="list-style-type: none"> To develop ball handling skills; to practise throwing and catching. To develop passing and moving; to be able to play within the footwork rule. 	<ol style="list-style-type: none"> I can communicate with teammates. I can communicate with my teammates when I am free. 	<ol style="list-style-type: none"> I can play honestly and within the rules. I can play to the rules. I can persevere if I do not succeed the first time. 	<ol style="list-style-type: none"> I can move to space to help my teammate I can make decisions about who to pass to and what type of pass to use.

	<ol style="list-style-type: none"> 3. To develop passing and moving towards a goal. 4. To develop movement skills to lose a defender. 5. To be able to defend an opponent and try to win the ball. 6. To develop the shooting action. 7. To develop playing using netball rules. 8. To learn the positions of 5-a-side netball and where each is allowed to go. 	<ol style="list-style-type: none"> 3. I can communicate with my partner about which goal we are moving to. 4. I can self-manage when working in a group. 6. I can support and congratulate others. 7. I can work collaboratively in a group to self-manage games. 8. I am respectful and congratulate others. 	<ol style="list-style-type: none"> 5. I have the confidence to try to win the ball. 6. I persevere when I find something hard. 7. I can persevere even when my team may be losing. 	<ol style="list-style-type: none"> 2. I understand the rules of the game. 3. I can make decisions about what type of pass to use. 4. I can recognise when an attacker is free. 5. I can identify cues that help me know when my attacker is changing direction. 6. I can observe my partners shooting technique and provide them with feedback. 8. I can reflect on my performance and identify areas to improve; I can identify similarities between netball and other invasion games; I understand that there are different positions in netball and they each have different roles.
Rounder's Year3/4	<ol style="list-style-type: none"> 1. To develop throwing and catching skills. 2. To play different roles in a game and begin to think tactically about each role. 3. To develop the bowling action and learn the rules of bowling. 4. To run around the outside of the bases and make decisions about when to stop and when to run. 5. To field a ball using a two handed pick up and a short barrier. 6. To develop batting technique and an understanding of where to hit the ball. 7. To play to the rules when batting as a team. 8. To apply skills and rules learnt to play rounder's. 	<ol style="list-style-type: none"> 1. I communicate with my partner to help us to complete the throwing challenges quickly. 2, 4. I work with others to organise our equipment and group. 3. I respect the umpire's decisions, even if I don't agree with them. 5. I can work co-operatively with my group, using the rules of the game to play fairly. 6, 7. I can work with my group to manage our game. 8. I am respectful of others and show good sportsmanship. 	<ol style="list-style-type: none"> 1. I show honesty when completing the throwing challenges and scoring runs. 2. I am confident to take risks. 3. I am confident to make decisions. 4. I show honesty when playing competitively. 6. I can play fairly using the rules. 7. I can manage my emotions and show acceptance if I am out. 8. I play fairly and honestly. 	<ol style="list-style-type: none"> 1. I understand where to throw the ball to be able to score the most points. 2. I make decisions to help me to score or stop others from scoring. 3. I understand how to use the rules to umpire. 4. I make quick decisions about where to send the ball. 5. I can identify who fielded well and why. 6. I understand that hitting the ball away from the fielders will help me to score. 7. I understand the rules of the game and I am beginning to use this to help me to make decisions. 8. I can identify others who contribute well to the game and say why.
Tennis Year 3	<ol style="list-style-type: none"> 1. To be able to use the ready position. 2. To develop ball control and movement skills. 3. To develop racket and ball control. 4. To develop returning the ball using a forehand groundstroke. 5. To be able to rally using a forehand. 6. To develop the two handed backhand. 7. To learn how to score; to develop playing against an opponent. 8. To work collaboratively with a partner and compete against others. 	<ol style="list-style-type: none"> 1, 2, 4, 6. I work collaboratively with others to self-manage games. 3, 5. I can work cooperatively with others. 6. I can keep myself and others safe. 8. I am supportive and encourage others. 	<ol style="list-style-type: none"> 1. I can abide by the rules; I can listen and pay attention to the instructions. 2. I can persevere in the games I play. 3, 4, 5. I can persevere when learning a new skill. 4, 6, 8. I can play honestly and within the rules. 	<ol style="list-style-type: none"> 1. I understand what the ready position is and why it is important. 3. I understand that there are specific parts of the racket that help me to control the ball. 4. I understand the technique for a forehand groundstroke. 5. I can make decisions about where to hit the ball so that it is easier for my partner to return it; I can identify the power I need to use to hit the ball so that it lands within the boundaries. 6. I can identify when to use a forehand and when to use a backhand. 8. I can reflect on my performance and areas to improve.



Cycle 1

UKS2		Physical	Social	Emotional	Holistic / thinking whole child
Y5/6	Athletics Year 5	<ol style="list-style-type: none"> To be able to apply different speeds over varying distances To develop fluency and co-ordination when running for speed To develop technique in relay changeovers Develop power, control and consistency in jumping for distance To develop technique and co-ordination in the triple jump To develop force for throwing for longer distance To develop throwing with greater control and technique To develop officiating and performance skills 	<ol style="list-style-type: none"> Work collaboratively with a partner to set a pace Discuss, negotiate and agree on a running order Communicate with a teammate to create a smooth changeover Support, encourage and congratulate others whilst competing. Work with a partner to develop a correct jumping pattern support and encourage teammates to achieve their best Work with a group to ensure we are ready for the activity 	<ol style="list-style-type: none"> Show perseverance to complete the run Show determination to improve on distance jumped Show determination to achieve personal best at each station 	<ol style="list-style-type: none"> Provide feedback on a partners sprinting technique to help them improve Identify areas for development in partners jumps and use this to provide feedback Explore throwing from different start points and use my findings to identify the most effective position Explore a run up in the javelin throw and identify the effect this has on the distance I achieve.
	Cricket Year 5/6	<ol style="list-style-type: none"> To develop throwing accuracy and catching skills To develop underarm bowling accuracy To develop batting accuracy and directional batting To develop catching skills (close/deep catching and wicket keeping) To develop overarm bowling technique and accuracy To develop the defensive and driving hitting techniques To develop a variety of fielding techniques and to use them within a game To develop long and short barriers and apply them through a game situation 	<ol style="list-style-type: none"> & 8 Work in collaboration with others To encourage and support others 3, 4, 7, Work collaborate within a group to manage a game Support and congratulate others Help to lead and self-manage games Be respectful and congratulate others 	<ol style="list-style-type: none"> Persevere when learning a new skill Play honestly to the rules of the game 	<ol style="list-style-type: none"> Decide where to throw the ball in relation to the fielders & 5 Observe my partners technique and provide them with feedback 3. Recognise where the fielders are and attempt to hit the ball away from them Persevere when learning a new skill 6. Select and apply different shots to different situations 8. Make decisions about the type of fielding technique used
	Dance Year 5	<ol style="list-style-type: none"> To create a dance using a random structure and perform the actions showing quality and control To understand how the change in a dynamics of an action changes the appearance of the performance. To understand and use relationship and space to change how a performance looks To work with a group to create poses and link them together using transitions 	<ol style="list-style-type: none"> Work with a partner to create and perform an 8 action dance Show an awareness of other people's feelings when providing feedback Work with a group to decide on which formation to use Be inclusive of all members of my group Work co-operatively with a group, deciding together on our group poses Work with others to collate ideas and decide as a group which ideas to use. 	<ol style="list-style-type: none"> Be confident to perform in the style of Rock and Roll 	<ol style="list-style-type: none"> Suggest ideas of how each action should be formed. Use feedback given to me to improve my performance Provide feedback to others using correct dance terminology Understand how to improve my performance To understand and use relationship and space to change how a performance looks

	<ol style="list-style-type: none"> Use choreographing devices when working as a group Copy and repeat movements in the style of rock and roll Work with a partner to copy and repeat actions and work in time with the music To work collaboratively with a group to create a dance in the style of rock and roll. 	<ol style="list-style-type: none"> Share ideas and choreograph using ideas in the style of rock and roll. Be respectful when watching each other perform Work safety with my partner and ensure the safety of others Be respectful of others when they perform Lead a group through an aerobics warm up Be inclusive of all members of my group, listening to and taking into consideration everyone's ideas 		<ol style="list-style-type: none"> Create my own 8 counts of actions to transition from one pose to the next. Understand how to organise our ideas using contrasting levels and shapes To suggest ideas and actions in the style of rock and roll
Fitness Year 5/6	<ol style="list-style-type: none"> To develop an awareness of what your body is capable of. To test and record baseline fitness scores To develop sprinting technique and speed To develop strength using my own body weight To develop coordination through skipping To perform actions that develop agility To complete actions to develop stamina To develop control whilst balancing To retest fitness and identify areas of improvement 	<ol style="list-style-type: none"> Support and encourage others Recognise that having a positive approach also positively impacts others Work collaboratively with others Use positive words to motivate and support others Work safely when developing a skill 	<ol style="list-style-type: none"> Persevere to achieve my personal best Challenge myself to work to my maximum Persevere when I find things hard Show determination to work hard and achieve my personal best 	<ol style="list-style-type: none"> Observe my partner and provide them with feedback Recognise when I was successful and what I need to do to improve Identify the areas in which the most improvement has been made
Tennis Year 5	<ol style="list-style-type: none"> To develop the 4 hand ground stroke To develop returning the ball using a 4 hand ground stroke To develop returning the ball using a backhand ground stroke To work cooperatively with a partner to keep a continuous rally To develop the underarm serve and understand the rules of underarm serving To develop the volley and understand when to use it To use a variety of strokes with my opponent To work cooperatively with a partner to compete against others 	<ol style="list-style-type: none"> Work collaboratively with others to self-manage games Encourage and support others Work cooperatively with others Communicate with my partner Communicate my ideas with others in a calm way 	<ol style="list-style-type: none"> Play fairly and abide by the rules Persevere when developing a skill Be honest and play by the rules 	<ol style="list-style-type: none"> Understand where to hit the ball to make it hard for my opponent Observe my partner's technique and provide them with feedback Reflect on my own performance and identify areas of improvement Understand where to hit the ball to make it easier for my partner to return it Understand how hard I need to hit the ball in order for it to land in the service area Understand when to use the volley Select and apply tactics to outwit my opponents Reflect on my performance and areas to improve
Volleyball Year 5/6	<ol style="list-style-type: none"> To use the ready position to move the ball To develop the fast catch volley To be able to volley the ball using a set shot To develop the dig and when to use it To keep and continuous rally going over the net Develop the underarm serve and know rules of serving Be able to use the scoring system and understand when to rotate Apply the rules, skills and tactics learnt to play in a volleyball tournament 	<ol style="list-style-type: none"> Communicate with my partner to cover the space between us Place a ball to help my partner to catch in 'set' Communicate with my group to keep our rally going Communicate with my team so we know who will move with the ball Support others in my group Communicate with others to help us achieve our target Support other encouraging them to persist with serving Show respect towards the referee Encourage my teammates and show respect to your referee 	<ol style="list-style-type: none"> Show Persevere to continue running over a period of time Show honesty when playing competitively Confidently make decisions when refereeing Play honestly within the rules demonstrating good sportsmanship 	<ol style="list-style-type: none"> Understand how to defend the court Identify which muscles in my body are more flexible than others Use simple tactic to try and move my opponents around the court, to create space to place the ball into Identify how much success my partner is having and adjust the task accordingly Identify when I was successful in using the set shot and why. Choose the correct skill for the situation

					5. Know what I can do to improve when rallying 6 & 8 Understand where to place the ball to make it difficult for my opposition
Tag Rugby Year 5/6	<ol style="list-style-type: none"> To develop attacking principles, understanding when to run and when to pass To develop throwing and catching with control To be able to use the forward pass and off side rules To be able to play games using tagging rules To develop dodging skills to lose a defender. To develop drawing defence and understanding when to pass To be able to work as a defending unit to prevent attackers from scoring. <p>To be able to apply the rules and tactics learnt to play in a tag rugby tournament.</p>	<ol style="list-style-type: none"> To communicate with others when I want to receive the ball To be inclusive of others I can support and encourage others To communicate with team mates, support and congratulate others To work collaboratively in a team To communicate and collaborate with my team To work collaboratively in a group to carry out a strategy. <p>To be respectful of others and congratulate others.</p>	<ol style="list-style-type: none"> 1, 2, 5, 6, 7. To play honestly and within the rules To have the confidence to take on a defender 7. To show determination and preservice in the games I play. 	<ol style="list-style-type: none"> To make decisions of when to pass and when to run To make decisions about who to pass to and when 3. To understand the off side and forward pass rule I can make quick decisions of when to pass I can plan tactics and apply them to a game situation To plan strategies to outwit my opponents <p>7 & 8 To reflect on my team performance and identify strengths and areas for improvement.</p>	
OAA Year 5/6	<ol style="list-style-type: none"> To build communication and trust while showing an awareness of safety To work as a team to solve problems and suggest ideas and listen to others. To develop cooperation and team work skills To develop tactical planning and problem solving To share ideas and work as a team to solve problems To develop trust in others and to be able to listen to others and follow instructions. To develop navigational skills and map reading To be able to use a key to identify objects and locations. 	<ol style="list-style-type: none"> I can work safely with others. To support others to complete a challenge To communicate with my team, sharing and reflecting on tactics. To lead a group. To be inclusive of others To collaborate with others to form a strategy. I can discuss and decide on roles for each of the team members I can work safety whilst navigating around a course. 	<ol style="list-style-type: none"> 1, 4, 5. To have the confidence to share ideas To listen to others when they are sharing ideas. To listen to others when sharing ideas. I can trust in others. I can ask for help when needed. I can work honestly abiding by the rules of the course. 	<ol style="list-style-type: none"> I can evaluate the effectiveness of a strategy and make improvements. 2, 4. To use critical thinking to overcome a task To evaluate the effectiveness of my tactics and make changes, To reflect on a strategy and make changes where necessary. I can create use and adapt tactics. I can use a map to orientate myself. I can read and key and understand how to use it to navigate around a course. 	
Gymnastics Year 6	<ol style="list-style-type: none"> To be able to develop the straddle, forward and backward roll. To develop counterbalance and counter tension To be able to link partner balances into a sequence. To be able to perform inverted movements with control <p>(Start lesson 5 next time)</p>	<ol style="list-style-type: none"> To work safely with others 2, 3. To collaborate with a partner to create balances. 4. To collaborate with a partner to build trust. 	<ol style="list-style-type: none"> 3. I can trust my partner when creating balances. 4. To be confident to learn new skills 	<ol style="list-style-type: none"> 2. To observe my partners roll and observe them with feedback on how to improve. To understand and use learning cards to help me to learn independently. To create and explore balances that are both counterbalance and counter tension. I can choose actions which link balances together and make the sequences interesting. 	
Football Year 5/6	<ol style="list-style-type: none"> To develop dribbling the ball with control Be able to dribble the ball under pressure. Pass the ball accurately to a target to maintain possession. Use first touch control to maintain possession. 	<ol style="list-style-type: none"> 5. Show respect to those I play with and against. 	<ol style="list-style-type: none"> Show determination when playing games 2, 3. Play games honestly and fairly, keeping to the rules. 4. Have confidence to learn a new skill. 4. Persevere when something is hard. 	<ol style="list-style-type: none"> Explore dribbling with different parts of my foot. Make decisions about when to pass and when to dribble. 3. Make decisions about who to pass to the help the team keep possession, 	

		<ul style="list-style-type: none"> 5. Use different turns to keep the ball away from the defender. 6. Develop defending skills to gain possession. 7. Develop goalkeeping skills to stop the opposition from scoring. 8. Apply the rules and tactics to a football tournament. 		<ul style="list-style-type: none"> 6. Work cooperatively with others to manage the game. 8.Be respectful of others 8. Work collaboratively. 8. Show determination and perseverance. 	<ul style="list-style-type: none"> 5. Explain different ways to turn with the ball. 6. Decide when to jockey and when to tackle. 7. Make quick decisions about when to dribble, pass or shoot. 7. Understand why a goalkeeper should begin in the ready position and why it is harder to save a goal from straight on.
	Netball Year 5/6	<ul style="list-style-type: none"> 1.Develop passing and moving 2.Develop passing and moving towards goal. 3.Use the attacking principle of creating and using space, 4.Change direction to lose a defender 5.Defend ball side and know when to go for interceptions. 6.Develop the shooting action 7.Change direction to get free from a defender and receive a pass. 7.Learn the positions of 5-a-side football. 8.Play in a s-a-side football tournament 	<ul style="list-style-type: none"> 1.Communicate with others when ready to receive the ball. 2.Communicate with the team. 3&5&6Collaborate and communicate 4.Show respect for teammates and opposition. 7.Communicate and collaborate with the team to self-manage games. 8.Be respectful of others and congratulate them. 	<ul style="list-style-type: none"> 1&2&3&7Play honestly within the rules. 4.Be proud of achievements. 6.Persevere when learning a new skill. 8.Show perseverance and determination. 	<ul style="list-style-type: none"> 1.Decide where to move depending on where the defender is and choose the appropriate pass for the situation. 2.Identify and feedback on the good performances of others. 3&4.Make quick decisions on who to pass to and the type of pass to use. 5.Understand how to mark ball side. 6.Choose to move to a space to help my teammate get the ball closer to the post. 7.Understand where to move to help the team. 8.Reflect on the teams' performance and how to improve.

Cycle 2

UKS2	Physical	Social	Emotional	Holistic / thinking whole child	
Y5/6	Athletics Year 6	<ol style="list-style-type: none"> 1) To work collaboratively with a partner to set a steady pace. 2) To develop your own and others sprinting technique. 3) To develop running over obstacles with greater control and co-ordination. 4) To develop take off position when jumping for height. 5) To develop power, control and technique for the triple jump. 6) To develop power, control and technique when throwing for distance. 7) To develop throwing with force and to work collaboratively in a team to develop the officiating skills of measuring, timing and recording accuracy for longer distances. 	<ol style="list-style-type: none"> 1) I can work collaboratively and communicate with my partner. 2) I can discuss, negotiate and agree on a set distance for each of my teammates. 3) I support, congratulate and encourage others when competing. 4) I can make safe responsible decisions, only jumping when the landing area is clear. 5) I can work with a partner to establish the correct jumping pattern. 6) I can make safe responsible decisions, only throwing and collecting when the teacher says to. 7) I can work with my group to ensure that we are ready for the activity. 8) I can work with my group to ensure that we are ready for the activity. 8.I can discuss, negotiate and agree on an event for each of my teammates to compete in. I support, congratulate and encourage others to achieve their personal best. 	<ol style="list-style-type: none"> 1.I show perseverance to complete a six-minute run. 3.I can keep to the rules, taking part with fairness and honesty. 8. I show determination to achieve my best at each station. 	<ol style="list-style-type: none"> 2.I can provide feedback on another's sprinting technique to help them improve. 4.I can identify areas for development in my partners' jumps and use this to provide feedback. 5. I can identify areas for improvement in my partner's jumps and use this to provide them with feedback. 6. I can identify areas for development in my partner's throws and use this to provide feedback. 7. I can identify areas for development in my partner's throws and use this to provide feedback.
	Basketball Year 5/6	<ol style="list-style-type: none"> 1) To be able to dribble the ball abiding by the double dribble and travelling rules. 2) To develop protective dribbling against an opponent. 3) To use a variety of passes in a game situation. 4) To be able to move into a space to support a teammate. 5) To be able to choose when to pass and when to dribble. 6) To be able to track an opponent and use defensive techniques to win the ball. 7) To be able to perform a set shot and a jump shot. <p>To be able to apply the rules and tactics you have learnt to play in a basketball tournament.</p>	<ol style="list-style-type: none"> 1. I can communicate with others. 2. I can work collaboratively with others. 3. I can manage a game when refereeing. 4. I can communicate with my teammates. 5. I can work collaboratively in a team. 5. I can support and congratulate others. 6. I can communicate and collaborate with my team. 7. I can work collaboratively in a group. am respectful of others and congratulate others. 	<ol style="list-style-type: none"> 1. I can play honestly and within the rules. 2. I can play honestly and within the rules. 3. I can make quick decisions of when to pass. 6. I can play fairly and keep to the rules. 7. I can choose what type of shot to use in different situations. 7. I can observe others and provide them with feedback. <p>I show determination and perseverance in the games I play.</p>	<ol style="list-style-type: none"> 1. I can decide who to pass to and when. 2. I can identify areas of strength and for improvement in mine and my partners' dribbling skills. 3. I can make quick decisions on who to pass to and the type of pass to use. 4. I can make decisions about when to pass and when to dribble. 6.I can plan tactics with my team. 8. I can reflect on my teams' performance and areas to improve.
	Dance Year 6	<ol style="list-style-type: none"> 1) To copy and repeat a set dance phrase showing confidence in movements. 2) To work collaboratively with a partner to explore and develop the dance idea. To copy 	<ol style="list-style-type: none"> 1) I can help others to remember and complete the phrases. 2) I can discuss my ideas with my group and come up with a plan of the best time to use different actions. 	<ol style="list-style-type: none"> 6. I show determination to continue to work for the whole time. 	<ol style="list-style-type: none"> 1.I can use changes in level, direction and formation to make my dance look interesting.

	<p>and create actions using a prop as a dance stimulus.</p> <p>3) To use changes in level and speed when choreographing.</p> <p>4) To copy and create actions using a prop as a dance stimulus.</p> <p>5) To use choreographing devices to improve how the performance looks.</p> <p>6) To select actions and dynamics to convey different characters.</p> <p>7) To choreograph a dance that shows contrasting characters.</p> <p>To communicate a story through dance.</p>	<p>3) I can work with others to choreograph our ideas.</p> <p>4) I can work safely with and around others.</p> <p>5) I can lead others through a warm up.</p> <p>5)I can help others to remember the choreography.</p> <p>5)I encourage others to work hard.</p> <p>6)I show an understanding of how people feel in situations where bullying may occur.</p> <p>) I listen to other's ideas in my group and decide together on the best idea for our story.</p>		<p>2.I can identify what went well in my performance and what we could do to improve.</p> <p>4.I can provide feedback to others to help them to improve their performance.</p> <p>4. I can portray an emotion and tell a story through the dynamics and expression of my actions.</p> <p>5. I can portray an emotion and tell a story through the dynamics and expre</p> <p>I can portray a character using actions and dynamics to tell the story.session of my actions.</p> <p>7. I can choose actions and ideas that clearly show the three characters within the dance.</p> <p>8. I can choose actions and dynamics that help to tell my story.</p>
Dodgeball Year 5/6	<p>1. To recap on the rules of dodgeball and apply them to a game</p> <p>2. To develop throwing at a moving target</p> <p>3. To use jumps dodges and ducks to avoid being hit</p> <p>4. To develop catching to get an opponent out</p> <p>5. To learn to block using a dodgeball</p> <p>6. To select and apply tactics in a game</p> <p>7. To develop officiating skills and referee</p> <p>8. To apply skills, rules and tactics to a dodgeball tournament</p>	<p>1) I can work in collaboration with others</p> <p>4.I can work collaboratively with others to manage our own game</p> <p>5.I can communicate with my team mates</p> <p>6. I can communicate with my team to ensure we are collaborating on the same tactic</p> <p>7.I can manage and referee a dodgeball game</p> <p>7.I am respectful of the referee and my opponents</p> <p>8.I am respectful and congratulate others</p> <p>8.I work collaboratively with others</p>	<p>All lesson) I can play honestly playing to the rules of the game.</p> <p>2) I show determination to play to the best of my ability</p> <p>8.I show determination and perseverance in the games I play</p>	<p>1.I explore the different throwing techniques and decide on the most effective one</p> <p>2.I can anticipate where my opponents are moving to.</p> <p>3.I can identify good technique and explain why I think it is effective</p> <p>4.I can make decisions about which technique to use to avoid getting hit</p> <p>5.I can use tactics to avoid getting hit</p> <p>6.I can select and apply tactics to outwit the opposition</p>
Yoga Year 5/6	<p>1. To develop an understanding of yoga</p> <p>1.to develop flexibility through the sun salutation flow</p> <p>2. To link actions together to create a yoga flow</p> <p>3. To develop strength through yoga flows</p> <p>4. To create your own flow showing quality in control, balance and technique.</p> <p>5. To develop balance through yoga flows</p> <p>6. To develop strength balance and control when taking weight on my hands</p> <p>7. To work collaboratively to create a controlled paired yoga flow</p> <p>8. To create your own yoga flow that challenges technique balance and control</p>	<p>2. I can collaborate with others to create a short yoga session.</p> <p>4.I can lead others through a yoga flow. I can choose poses that flow into one another.</p> <p>6.I can work with a partner to create a flow.</p> <p>7. I communicate with my partner to help us move in time from one move to another pose.</p> <p>8.I can teach another pair my yoga flow.</p>	<p>1. I can focus on my breathing.</p> <p>2. I show focus to concentrate on my breathing</p> <p>5.I can work independently, focusing on my own thoughts. I can identify how certain actives make me feel.</p> <p>6.I challenge myself to try poses that are more difficult. I am confident to perform my flow.</p> <p>8. I am confident to lead, demonstrating a pose.</p>	<p>1. I can identify how yoga makes me feel. I can identify which muscles in my body were more flexible than others.</p> <p>2. I can order the poses in my sequence so that they flow.</p> <p>3. I can identify how yoga makes me feel. I can identify the different muscles I am using the poses I do.</p> <p>6.I can provide feedback, suggesting improvements to help others.</p> <p>7.I can choose jposes that link well into one another so that my sequence flows.</p> <p>8.I can select poses to create a flow.</p>
Tennis Year 6	<p>1. To develop the forehand stroke.</p> <p>2. To be able to return the ball using a backhand groundstroke.</p>	<p>1. I can encourage my partner and work together to keep the rally going.</p> <p>2. I can work cooperatively with others.</p> <p>3. I can support and encourage others.</p>	<p>1. I can persevere with new challenges.</p> <p>2. I can persevere when developing new skills.</p>	<p>1. I can understand the importance of the ready position to help me attack the ball.</p>

	<ol style="list-style-type: none"> 3. To use the split step to react quickly to the ball and keep a continuous rally going. 4. To develop a volley and understand when to use it. 5. To develop the volley and use it in a game situation. 6. To develop accuracy of the underarm serve. To learn the official scoring system. 7. To work cooperatively with a partner and employ tactics to outwit an opponent. <p>To show respect, honesty and fair play when competing against an opponent.</p>	<ol style="list-style-type: none"> 4. I can work corporately with my partner to cover the space between us. 5. I can communicate with my partner so that we cover space on the court. 6. I can support and encourage my partner when developing new skills. 7. I can work collaboratively with a partner. <p>I am respectful of my teammate and my opposition.</p>	<ol style="list-style-type: none"> 3. I can persevere when learning a new skill. 4. I can play honestly and abide by the rules. 5. I can persevere when developing a new skill. 6. I am honest and play by the rules. 7. I play games fairly and honestly and abide by the rules. 	<ol style="list-style-type: none"> 2. I can observe my partner's technique and provide them with feedback. 3. I understand when to use a volley. 4. I understand when to use a volley to outwit my partner. 5. I can observe my partner's technique and provide them with feedback. 6. I can select and apply tactics to try to outwit my opponents and change them where necessary. <p>I can reflect on my performance and areas to improve.</p>
Rouder Year 5/6	<ol style="list-style-type: none"> 1. To throw and catch with accuracy and pressure. 2. To develop the bowling action and understand the role of the bowler. 3. To develop batting technique. 4. To make decisions about where and when to send the ball to stump the batter out. 5. To develop a variety of fielding techniques and when to use them in a game. 6. To develop long and short barriers in fielding and understand when to use them. 7. To develop decision-making and tactical awareness when playing competitively. <p>8.To apply the rules and skill you have learnt to play in a roulder's tournament.</p>	<ol style="list-style-type: none"> 1. I can organise and manage a game with my group. 2.I show respect towards the umpire. 3. I can collaborate with others to self-manage our game. 4.I can communicate with my teammates to help each other to make the right decisions and reflect upon decisions we make. 5.I can work with others to set up and manage our game. 6.I can work with my team to create tactics dependent on the condition of the game. 7.I reflect with my teammates on our performance and discuss together what we can do to improve. 	<ol style="list-style-type: none"> 1.I show honesty when playing competitively. 2.I am confident to make decisions. I show perseverance when bowling to bowl within the rules. 3. I show honesty when calling a 'no ball'. 4. I play honestly within the rules. 5. I can work with others to set up and manage the game. I communicate with my teammates to make quick decisions about where to send the ball. 6.I am confident to take a risk. 7.I show good sportsmanship, playing honestly and within the rules. 	<ol style="list-style-type: none"> 1.I understand where to throw the ball to be able to score as highly as possible. 2.I can identify what I need to do to improve my batting. 3.I can make quick and informed decisions about what to do with the ball when fielding. 4.I understand when to use each of the different fielding techniques. 5.I can select the appropriate skill for the situation. 6.I can make informed decisions and understand when to take risks. <p>7.I think tactically about the decisions I make.</p>
Netball Year 5/6	<ol style="list-style-type: none"> 1.Develop passing and moving 2.Develop passing and moving towards goal. 3.Use the attacking principle of creating and using space, 4.Change direction to lose a defender 5.Defend ball side and know when to go for interceptions. 6.Develop the shooting action 7.Change direction to get free from a defender and receive a pass. 7.Learn the positions of 5-a-side football. 8.Play in a s-a-side football tournament 	<ol style="list-style-type: none"> 1.Communicate with others when ready to receive the ball. 2.Communicate with the team. 3&5&6Collaborate and communicate 4.Show respect for teammates and opposition. 7.Communicate and collaborate with the team to self-manage games. 8.Be respectful of others and congratulate them. 	<ol style="list-style-type: none"> 1&2&3&7Play honestly within the rules. 4. Be proud of achievements. 6. Persevere when learning a new skill. 8. Show perseverance and determination. 	<ol style="list-style-type: none"> 1. Decide where to move depending on where the defender is and choose the appropriate pass for the situation. 2. Identify and feedback on the good performances of others. 3&4.Make quick decisions on who to pass to and the type of pass to use. 5. Understand how to mark ball side. 6. Choose to move to a space to help my teammate get the ball closer to the post. 7. Understand where to move to help the team. 8. Reflect on the teams' performance and how to improve.
Gymnastics Year 5	<ol style="list-style-type: none"> 1. To be able to perform symmetrical and asymmetrical balances. 2. To develop the straight, forward, straddle and backward roll. 3. To develop the straight, barrel, forward, straddle and backwards roll. 	<ol style="list-style-type: none"> 1. I can work safety when learning a skill. 2. I support others to learn. 3. I can work safety when using apparatus. 4. I can work with others to create a sequence. 5. I can work safety with a partner when learning a new skill. 	<ol style="list-style-type: none"> 8. I am confident to perform in front of others. 	<ol style="list-style-type: none"> 1. I can create partner balances and decide on travelling actions to link them together. 2. I can observe and provide feedback on performances.

	<p>4. To be able to explore different methods of travelling, linking actions in both canon and synchronisation.</p> <p>5. To be able to perform progressions of inverted movements.</p> <p>6. To be able to perform progressions of a handstand.</p> <p>7. To explore matching and mirroring using actions both on the floor and on apparatus.</p> <p>8. To be able to create a partner sequence using apparatus.</p>	<p>6. I can lead my partner through a short warm up routine.</p> <p>7. I can discuss, plan and create a sequence with a partner.</p> <p>8. I can discuss, plan and create a sequence with a partner using apparatus.</p>		<p>3. I can identify actions that are performed well and understand why.</p> <p>4. I can identify the impact canon and synchronisation has on performances.</p> <p>5. I can observe others and provide feedback on their inverted movements.</p> <p>6. I can suggest a number of ways a sequence can be improved.</p> <p>7. I can adopt a sequence to include apparatus and make decisions about where is best to perform each action.</p> <p>8. I can identify what makes a good performance and use this to provide feedback to others.</p>
Hockey Year 5/6	<p>1. To develop dribbling with control.</p> <p>2. To develop dribbling to beat a defender.</p> <p>3. To develop sending the ball using a push pass.</p> <p>4. To develop receiving the ball with control.</p> <p>5. To be able to move into a space to support a teammate.</p> <p>6. To develop an open stick (block) tackle and jab to gain possession of the ball.</p> <p>7. To use space effectively in game situations.</p> <p>8. To apply the rules and skills you have learnt to play in a hockey tournament.</p>	<p>1 & 7 I support others.</p> <p>2 I can work collaboratively with others.</p> <p>3 I can work collaboratively with others and share ideas with a partner on how to improve.</p> <p>4 & 6 I can communicate with my teammates and let them know when I am free.</p> <p>5, 7 & 8 I am respectful of my opponents and I can support and congratulate others.</p> <p>6 I can adapt my play in order to help others in a team.</p>	<p>1 & 3 I can play honestly and within the rules.</p> <p>2 & 6 I can play honestly and within the rules.</p> <p>8 I can show determination and perseverance in the games I play.</p>	<p>1. I can decide when to use a reverse dribble.</p> <p>2. I can identify areas of strength and for improvement.</p> <p>3. I can make quick decisions on who to pass to and when.</p> <p>4. I can make decisions of when to pass.</p> <p>5. I can make decisions about when to move to support my team.</p> <p>6. I understand when to use a block tackle and when to use a jab tackle.</p> <p>7. I can recognise space and make decisions about where to move in relation to my teammates and the defenders.</p> <p>I can reflect on my team's performance and areas to improve.</p>
Fitness Year 5/6	<p>1. To develop an awareness of what the body is capable of. To test and record baseline fitness scores.</p> <p>2. To develop sprinting technique and speed.</p> <p>3. To develop strength using my own body weight.</p> <p>4. To develop co-ordination through skipping.</p> <p>5. To perform actions that develop agility.</p> <p>6. To complete actions that develop stamina.</p> <p>7. To develop control whilst balancing.</p> <p>8. To re-test fitness and identify areas of improvement.</p>	<p>1. I can support and encourage others.</p> <p>3. I recognise having a positive approach also positively impacts others.</p> <p>4. I can work collaboratively with others.</p> <p>5 & 6 I can use positive words to motivate others.</p> <p>7. I can work in collaboration with others to complete set tasks. I can work safety when developing a skill.</p>	<p>1. I can persevere to achieve my best.</p> <p>2. I challenge myself to work at my maximum.</p> <p>3, 6 & 8 I can achieve my personal best.</p> <p>4. I can persevere when I find things hard.</p>	<p>2. I can observe my partner and provide them with feedback.</p> <p>5. I can recognise when I was successful and what I need to do to improve.</p> <p>8. I can identify areas in which most improvement has been made.</p>