

## Creativity, Curiosity, Caring

Physical Education Curriculum Sequence

## Intent – Our Rationale

At Aboyne Lodge, all children have at least two hours of PE activity a week with a wide range of PE topics being covered throughout the year including Dance, Gymnastics, Football, Netball, Hockey, Athletics and Games. We challenge and support our children to learn and develop their skills in different areas of sport through the 'Get Set 4 PE' scheme. Our curriculum is carefully planned so that children are able to build on their skills learned from previous lessons and have the chance to take part in friendly competition. Our aim is to ensure all children experience an extensive range of activities, enabling them to develop their own interests in PE and sport and equip them to lead a healthy, active lifestyle.

The children in years 3 and 5 are given the opportunity to swim so that all of our children can swim 25 metres by the time they finish Year 6. In addition, the children have the opportunity to attend various after school clubs, run by our specialist sports coaches such as Football, Netball, Cross Country, Athletics, Fencing, Street Dance, Karate and Tennis. In order to enhance the children's PE skills further, they take part in a variety of competitive sports, entering local leagues and tournaments. We also hold inter-house competitions such as Athletics. We are proud to be part of the St. Albans School's Sport Partnership. We also have a partnership with Watford football club.

All children are encouraged to participate in setting themselves personal challenges on a termly basis for their own self-improvement. We believe every child should be able to participate and have the opportunity to try sport no matter what their ability. We also ensure that our children develop an understanding and awareness of the effect of activity on their health, both mind and body. We offer a range of activities that support wellbeing, such as Yoga. All year groups participate in the daily mile to ensure that every child is active, every day.

Year 6 pupils are chosen as Sport and Health Ambassadors at the start of each academic year. They attend training sessions and act as a voice for the pupils, lead Sports council meetings and share children's thoughts, comments and ideas. They also help with various sporting events over the year, both in and out of school. Sport and Health Ambassadors organise and run intra - school competitions at Aboyne Lodge which is linked to the 'School Games' as well as our Sports day at the end of the year. They support various extracurricular clubs and other year groups to help them train and prepare for competitions. They feedback about Sport at our school to the whole school during assemblies throughout the year to ensure that the profile of PE and Sport continues to be raised at Aboyne Lodge.

We provide our children with opportunity to experience adventurous outdoor activities such as orienteering to develop skills in these areas.

Curriculum Drivers						
Sustainability Cultural Diversity Growth Mindset Oracy						



Physical Development  Children improve their gross and fine motor skills daily by	Gross Motor Children will learn to move safely in a space.  Fine Motor Children will begin to use a tripod grip when using mark making tools.	Gross Motor Children will move safely with confidence and imagination, communicating ideas through movement.  Fine Motor Children will draw lines, circles and shapes to draw pictures.	Gross Motor Children will balance on a variety of equipment and climb. Children will jump and land safely from a height. Fine Motor Children will hold scissors correctly and cut out	Gross Motor Children will be able to control a ball in different ways.  Fine Motor Children will use cutlery appropriately.	Gross Motor Children will explore different ways to travel using equipment.  Fine Motor Children will make observations (UW) and draw pictures to represent these	Gross Motor Children will be able to play by the rules and play as a team Fine Motor Children will form letters correctly using a tripod grip.			
engaging in different activities e.g. threading, cutting, exploring malleable materials, stencils, sorting			shapes.						
	Gross Motor: Negotiate space and obstacles safely, with consideration for themselves and othersDemonstrate strength, balance and coordination when playingMove energetically, such as running, jumping, dancing, hopping, skipping and climbing.  Fine Motor: Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.								
Key Vocabulary	Move, walk, run, hop, jump, slide, gallop, crawl, slide, fast, slow, stop, go  Fine Motor  paint, draw, fold, cut, grip, bend, twist, squash, squeeze, hold, sort								



Area			G	Symnastics				
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6		
Skills	<ul> <li>To explore balance, stability and landing safely.</li> <li>To explore how the body moves differently when running at different speeds</li> <li>To explore changing direction and dodging</li> <li>To explore jumping, hopping, and skipping actions</li> <li>To explore coordination and combining jumps.</li> <li>To explore coindination jumping and skipping in an individual rope.</li> </ul>	<ul> <li>To perform gymnastic shapes and link them together</li> <li>To be able to use shapes to create balances.</li> <li>To be able to link travelling actions and balances using apparatus.</li> <li>To demonstrate different shapes, take off and landings when performing jumps.</li> <li>To develop rolling and sequence building.</li> <li>To develop sequence work on apparatus.</li> </ul>	<ul> <li>To be able to create interesting point and patch balances.</li> <li>To develop stepping into shape jumps with control.</li> <li>To develop the straight, barrel, and forward roll.</li> <li>To be able to transition smoothly into and out of balances.</li> <li>To create a sequence with matching and contrasting actions and shapes.</li> <li>To create a partner sequence incorporating equipment.</li> </ul>	<ul> <li>To develop individual and partner balances.</li> <li>To develop control in performing and landing rotation jumps.</li> <li>To develop the straight, barrel, forward and straddle roll.</li> <li>To develop the straight, barrel, forward and straddle roll.</li> <li>To develop strength in inverted movements.</li> <li>To be able to create a partner sequence to include apparatus.</li> </ul>	<ul> <li>To be able to perform symmetrical and asymmetrical balances.</li> <li>To develop the straight, forward, straddle and backward roll.</li> <li>To be able to explore different methods of travelling, linking actions in both canon and synchronisation.</li> <li>To be able to perform progressions of inverted movements.</li> <li>To explore matching and mirroring using actions both on the floor and on apparatus.</li> <li>To be able to create a partner sequence using apparatus.</li> </ul>	<ul> <li>To be able to develop the straddle, forward and backward roll.</li> <li>To develop counter balance and counter tension.</li> <li>To be able to perform inverted movements with control.</li> <li>To be able to perform the progressions of a headstand and a cartwheel.</li> <li>To be able to use flight from hands to travel over apparatus.</li> <li>To be able to create a group sequence using formations and apparatus.</li> </ul>		
Be able to do	I am confident to perform in front of others.	I am beginning to provide feedback using key words.	I can adapt sequences to suit different types of apparatus.	I can explain what happens to my body when I exercise and how this helps to make me healthy.	I can create and perform sequences using apparatus,	I can combine and perform gymnastic actions, shapes and balances with control and fluency.		



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Area			Ball	Skills		
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills	<ul> <li>To develop control and co-ordination when dribbling a ball with your hands.</li> <li>To explore accuracy when rolling a ball.</li> <li>To explore throwing with accuracy towards a target.</li> <li>To explore catching with two hands.</li> <li>To explore control and co-ordination when dribbling a ball with your feet.</li> <li>To explore tracking a ball that is coming towards me.</li> </ul>	<ul> <li>To be able to roll a ball to hit a target.</li> <li>To develop coordination and be able to stop a rolling ball</li> <li>To develop technique and control when dribbling a ball with your feet.</li> <li>To develop control and technique when kicking a ball.</li> <li>To develop coordination and technique when throwing and catching.</li> <li>To develop control and coordination when dribbling a ball with your hands.</li> </ul>	<ul> <li>To develop confidence and accuracy when tracking a ball.</li> <li>To develop confidence and accuracy when tracking a ball.</li> <li>To explore and develop a variety of throwing techniques.</li> <li>To develop catching skills using one and two hands.</li> <li>To develop dribbling a ball with hands.</li> <li>To use tracking, sending and dribbling skills with feet.</li> </ul>	<ul> <li>To develop confidence and accuracy when tracking a ball.</li> <li>To develop confidence and accuracy when tracking a ball.</li> <li>To explore and develop a variety of throwing techniques.</li> <li>To develop catching skills using one and two hands.</li> <li>To develop dribbling a ball with hands.</li> <li>To use tracking, sending and dribbling skills with feet.</li> </ul>	<ul> <li>Netball</li> <li>To develop passing and moving.</li> <li>To be able to use the attacking principle of creating and using space.</li> <li>To be able to change direction and lose a defender.</li> <li>To be able to defend ball side and know when to go for interceptions.</li> <li>To develop the shooting action.</li> <li>To be able to change direction to get free from a defender and receive a pass.         <ul> <li>To learn the positions of 5-a-side netball.</li> </ul> </li> </ul>	<ul> <li>To be able to dribble the ball under pressure.</li> <li>To pass the ball accurately to a target to help to maintain possession.</li> <li>To use different turns to keep the ball away from defenders.</li> <li>To develop defending skills to gain possession.</li> <li>To develop goalkeeping skills to stop the opposition from scoring.</li> <li>To be able to apply the rules and tactics you have learnt to play in a football tournament.</li> </ul>
Be able to do	I am beginning to catch with two hands.  I am beginning to dribble a ball with my hands and feet.  I am beginning to understand simple tactics.	I am beginning to provide feedback using key words. I am beginning to understand and use simple tactics.  I can dribble a ball with my hands and feet with some control.  I can roll and throw a ball to hit a target.	I can catch different sized objects with increasing consistency with two hands.  I can dribble a ball with control.  I can persevere when learning a new skill.	I can accurately use a range of throwing techniques to throw to a target.  I can catch different sized objects with increasing consistency with one and two hands.	I can communicate with my team and move into space to keep possession and score.  I can identify when I was successful and what I need to do to improve.  I can pass, receive and shoot the ball with some control under pressure.	I can create and use space to help my team. I can dribble, pass, receive and shoot the ball with increasing control under pressure. I can select the appropriate action for the situation and make this decision quickly.



Γ	I can roll and throw with		I can provide feedback	I can consistently track		I can use marking, tackling
	some accuracy towards a	I can send and receive a	using key words.	the path of a ball that is	I can stay with an	and/or interception to
	target.	ball using both kicking and	using key words.	not sent directly to me.	opponent and I confident	improve my defence.
	target.	throwing and catching	I can show a variety of	not sent directly to me.	to attempt to intercept.	improve my defence.
	I can say when someone	skills.	throwing techniques.	I can dribble a ball with	to attempt to intercept.	I can use the rules of the
		SKIIIS.	tinowing techniques.		Lknow what position Lam	
	was successful.	Lagratus de la balland	Lagranda and the same and the s	increasing control and co-	I know what position I am	game consistently to play
		I can track a ball and	I can throw with accuracy	ordination.	playing in and how to	honestly and fairly.
	I can track a ball that is	collect it.	and increasing		contribute when	
	coming towards me.		consistency to a target.	I can persevere when	attacking and defending.	I can work collaboratively
		I can work co-operatively		learning a new skill.		to create tactics with my
	I can work co-operatively	with a partner and a small	I can track the path of a		I understand the need for	team and evaluate the
	with a partner	group.	ball that is not sent	I can provide feedback	tactics and can identify	effectiveness of these.
			directly to me.	using key terminology and	when to use them in	
				understand what I need	different situations.	I recognise my own and
				to do to improve		others strengths and
					I understand the rules of	areas for development
					the game and I can apply	and can suggest ways to
					them honestly most of	improve.
					the time.	·
					Lunderstand there are	
					different skills for	
					different situations and I	
					am beginning to apply	
					this.	



	Dance					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Know	<ul> <li>To explore travelling actions and use counts of 8 to move in time with the music.</li> <li>To remember and repeat actions and respond imaginatively to a stimulus.</li> <li>To copy, remember and repeat actions that represent the theme.</li> <li>To copy, repeat, create and perform actions that represent the theme.</li> <li>To use expression and create actions that relate to the story.</li> <li>To use a pathway when travelling</li> <li>To copy, repeat and choose actions that represent the theme.</li> <li>To show changes in expression, level and shape.</li> </ul>	<ul> <li>To repeat, link and choose actions.</li> <li>To create actions and accurately copy other's actions.</li> <li>To copy, remember and repeat actions using facial expressions to show different characters.</li> <li>To perform in unison creating shapes with a partner.</li> <li>To be able to mirror a partner and create ideas.</li> <li>To copy, repeat and create actions in response to a stimulus.</li> <li>To copy, create and perform actions considering dynamics.</li> <li>To create a short dance phrase with a partner showing clear changes of speed</li> </ul>	<ul> <li>To create actions in response to a stimulus and move in unison with a partner.</li> <li>To create actions to move in contact with a partner or interact with a partner.</li> <li>To understand how dynamics affect the actions performed. To be able to select and use actions to represent an idea.</li> <li>To work with a partner to choose actions that relate to an idea.</li> <li>To remember and repeat actions, using dynamics to clearly show different phrases.</li> <li>To choose actions which relate to the idea, using space and timing to make my work look interesting.</li> <li>To understand and use formations, choosing poses which relate to the stimulus</li> <li>To use transitions and changes of timing to move into and out of shape</li> </ul>	<ul> <li>To copy and create actions in response to an idea and be able to adapt this using changes of space</li> <li>To choose actions which relate to the theme.</li> <li>To use actions, dynamics, spacing and timing to represent a state of matter.</li> <li>To use actions, dynamics, spacing and timing to represent a state of matter.</li> <li>To remember and repeat actions and create dance ideas in response to a stimulus.</li> <li>To use action and reaction when creating ideas with a partner.</li> <li>To remember, repeat and create actions to represent an idea.</li> <li>To use choreographing ideas to change how actions are performed.</li> </ul>	<ul> <li>To create a dance using a random structure and perform the actions showing quality and control.</li> <li>To understand how changing the dynamics of an action changes the appearance of the performance.</li> <li>To understand and use relationships and space to change how a performance looks.</li> <li>To work with a group to create poses and link them together using transitions.</li> <li>To use choreographing devices when working as a group.</li> <li>To copy and repeat movements in the style of Rock 'n' Roll.</li> <li>To work with a partner to copy and repeat actions keeping in time with the music.</li> <li>To work collaboratively with a group to create a dance in the style of Rock 'n' Roll.</li> </ul>	<ul> <li>To copy and repeat a set dance phrase showing confidence in movements.</li> <li>To work collaboratively with a partner to explore and develop the dance idea.</li> <li>To use changes in level and speed when choreographing.</li> <li>To copy and create actions using a prop as a dance stimulus.</li> <li>To use choreographing devices to improve how the performance looks.</li> <li>To select actions and dynamics to convey different characters.</li> <li>To choreograph a dance that shows contrasting characters.</li> <li>To communicate a story through dance.</li> </ul>



Be able to	I am beginning to use	I am beginning to provide	I can adapt sequences to	I can explain what	I can create and perform	I can combine and
	counts.	feedback using key words.	suit different types of	happens to my body	sequences using	perform gymnastic
uo		<b>3</b> 1, 1 1 1	apparatus.	when I exercise and how	apparatus, individually	actions, shapes and
ı	I can copy, remember and	I am proud of my work		this helps to make me	and with a partner.	balances with control and
	repeat actions. I can move	and confident to perform	I can choose actions that	healthy.	'	fluency.
	confidently and safely.	in front of others.	flow well into one	,	I can lead a partner	,
	,		another.	I can identify some	through short warm-up	I can create and perform
I	I can use different parts of	I can perform the basic		muscle groups used in	routines.	sequences using
t	the body in isolation and	gymnastic actions with	I can choose and plan	gymnastic activities.		compositional devices to
t	together.	some control and	sequences of contrasting		I can use canon and	improve the quality.
		balance.	actions.	I can plan and perform	synchronisation, and	
I	I can work with others to			sequences with a partner	matching and mirroring	I can lead a small group
9	share ideas and select	I can plan and repeat	I can complete actions	that include a change of	when performing with a	through a short warm-up
6	actions.	simple sequences of	with increasing balance	level and shape.	partner and a group and	routine.
		actions.	and control.		say how it affects the	
	I choose appropriate			I can provide feedback	performance.	I can use appropriate
-	movements for different	I can use directions and	I can move in unison with	using appropriate		language to evaluate and
	dance ideas.	levels to make my work	a partner.	language relating to the	I can use feedback	refine my own and
		look interesting.		lesson.	provided to improve my	others' work.
	I say what I liked about		I can provide feedback		work.	
	someone else's	I can use shapes when	using key words.	I can safely perform		I can work collaboratively
1	performance.	performing other skills.		balances individually and	I can use set criteria to	with others to create a
			I use a greater number of	with a partner.	make simple judgments	sequence.
	I show some sense of	I can work safely with	my own ideas for		about performances and	l
	dynamic and expressive	others and apparatus	movements in response	I can watch, describe and	suggest ways they could	I understand how to work
	qualities in my dance.		to a task.	suggest possible	be improved.	safely when learning a
			Mith halp Lean recognice	improvements to others'	Lean use strongth and	new skill.
			With help, I can recognise how performances could	performances and my	I can use strength and flexibility to improve the	I understand what
			be improved.	own.	quality of a performance.	counter balance and
			be improved.	I understand how body	quality of a performance.	counter balance and can
				tension can improve the	I can work safely when	show examples with a
				control and quality of my	learning a new skill to	partner
				movements	keep myself and others	partite
		1				



Area			Athl	etics		
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills	<ul> <li>To learn to move at different speeds for varying distances.</li> <li>To develop a foundation for balance and stability.</li> <li>To develop agility and co-ordination.</li> <li>To explore hopping, jumping and leaping for distance.</li> <li>To develop throwing for distance.</li> <li>To develop throwing for accuracy.</li> </ul>	<ul> <li>To develop the sprinting action.</li> <li>To develop jumping for distance.</li> <li>To develop technique when jumping for height.</li> <li>To develop throwing for distance.</li> <li>To develop throwing for accuracy.</li> <li>To develop technique when taking part in an athletics carousel.</li> </ul>	<ul> <li>To develop the sprinting technique and improve on your personal best.</li> <li>To develop changeover in relay events.</li> <li>To develop jumping technique in a range of approaches and take off positions.</li> <li>To develop throwing for distance and accuracy.</li> <li>To develop throwing for distance in a pull throw.</li> <li>To develop officiating and performing skills.</li> </ul>	<ul> <li>To develop stamina and an understanding of speed and pace in relation to distance.</li> <li>To develop power and speed in the sprinting technique.</li> <li>To develop technique when jumping for distance.</li> <li>To develop power and technique when throwing for distance.</li> <li>To develop a pull throw for distance and accuracy.</li> <li>To develop officiating and performing skills.</li> </ul>	<ul> <li>To be able to apply different speeds over varying distances.</li> <li>To develop fluency and coordination when running for speed.</li> <li>To develop technique in relay changeovers.</li> <li>To develop technique and coordination in the triple jump.</li> <li>To develop throwing with force for longer distances.</li> <li>To develop throwing with greater control and technique.</li> </ul>	<ul> <li>To work collaboratively with a partner to set a steady pace.</li> <li>To develop your own and others sprinting technique.</li> <li>To develop power, control and technique for the triple jump.</li> <li>To develop power, control and technique when throwing for distance.</li> <li>To develop throwing with force and accuracy for longer distances.</li> <li>To work collaboratively in a team to develop the officiating skills of measuring, timing and recording.</li> </ul>
Be able to do	I am able to throw towards a target.  I am beginning to show balance and co-ordination when changing direction.	I can describe how my body feels during exercise.  I can identify good technique.	I am developing jumping for distance.  I can identify when I was successful.  I can take part in a relay activity, remembering	I can demonstrate the difference in sprinting and jogging techniques.  I can explain what happens in my body when I warm up.	I can choose the best pace for a running event.  I can identify good athletic performance and explain why it is good.	I can compete within the rules showing fair play and honesty.  I can help others to improve their technique using key teaching points.



I am developing overarm	I can jump and land with	when to run and what to	I can identify when I was	I can perform a range of	I can identify my own and
throwing.	control.	do.	successful and what I	jumps showing some	others' strengths and
tillowing.	Control.	do.	need to do to improve.	technique.	areas for development
I can recognise changes in	I can use an overarm	I can throw a variety of	l lieed to do to improve.	technique.	and can suggest ways to
my body when I do	throw to help me to	objects, changing my	I can jump for distance	I can show control at	improve.
	throw for distance.	action for accuracy and	with balance and control.	take-off and landing in	improve.
exercise.	throw for distance.	•	with balance and control.	_	Lean narfarm iumns far
I can run at different	Language of the sales of	distance.	Land the second the second	jumping activities.	I can perform jumps for
	I can work with others,	l and the different table off	I can throw with some	I say take on the vale of	distance using good
speeds. I can work with	taking turns and sharing	I can use different take off	accuracy and power to a	I can take on the role of	technique.
others and make safe	ideas.	and landings when	target area.	coach, official and timer	l
choices.	1	jumping.		when working in a group.	I can select and apply the
	I show balance and co-	1	I show determination to		best pace for a running
I try my best.	ordination when running	I can use key points to	improve my personal		event.
	at different speeds.	help me to improve my	best.	I can use feedback to	l
I understand the		sprinting technique.		improve my sprinting	I can show accuracy and
difference between a			I support and encourage	technique.	good technique when
jump, a leap and a hop	I try my best.	I can work with a partner	others to work to their		throwing for distance.
and can choose which		and in a small group,	best.	I persevere to achieve my	
allows me to jump the		sharing ideas.		personal best.	I understand that there
furthest.					are different areas of
		I show determination to		I show accuracy and	fitness and how this helps
		achieve my personal best.		power when throwing for	me in different activities.
				distance.	
					I use different strategies
					to persevere to achieve
					my personal best.



Area	Striking and Fielding					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills	<ul> <li>To develop underarm throwing and catching and put this into small sided games.</li> <li>To develop overarm throwing.</li> <li>To develop striking a ball with my hand and equipment.</li> <li>To retrieve a ball when fielding.</li> <li>To understand how to get a batter out.</li> <li>To develop decision making and understand how to score points.</li> </ul>	<ul> <li>To be able to track a rolling ball and collect it.</li> <li>To develop accuracy in underarm throwing and consistency in catching when fielding a ball.</li> <li>To develop accuracy with overarm throwing to send a ball over a greater distance and limit a batter's score.</li> <li>To develop striking for distance and accuracy.</li> <li>To develop decision making to get a batter out.</li> <li>To develop decision making when under pressure.</li> </ul>	<ul> <li>To play different roles in a game and begin to think tactically about each role.</li> <li>To develop the bowling action and learn the rules of bowling.</li> <li>To run around the outside of the bases and make decisions about when to stop and when to run.</li> <li>To field a ball using a two handed pick up and a short barrier.</li> <li>To develop batting technique and an understanding of where to hit the ball.</li> <li>To apply skills and rules learnt to play rounders.</li> </ul>	<ul> <li>To play different roles in a game and begin to think tactically about each role.</li> <li>To develop the bowling action and learn the rules of bowling.</li> <li>To run around the outside of the bases and make decisions about when to stop and when to run.</li> <li>To field a ball using a two handed pick up and a short barrier.</li> <li>To develop batting technique and an understanding of where to hit the ball.</li> <li>To apply skills and rules learnt to play rounders.</li> </ul>	<ul> <li>To develop the bowling action and understand the role of the bowler.</li> <li>To develop batting technique.</li> <li>To make decisions about where and when to send the ball to stump a batter out.</li> <li>To develop a variety of fielding techniques and when to use them in a game.</li> <li>To develop long and short barriers in fielding and understand when to use them.</li> <li>To apply the rules and skills you have learnt to play in a rounders tournament.</li> </ul>	<ul> <li>To develop the bowling action and understand the role of the bowler.</li> <li>To develop batting technique.</li> <li>To make decisions about where and when to send the ball to stump a batter out.</li> <li>To develop a variety of fielding techniques and when to use them in a game.</li> <li>To develop long and short barriers in fielding and understand when to use them.</li> <li>To apply the rules and skills you have learnt to play in a rounders tournament.</li> </ul>
Be able to	I can catch a beanbag and a medium-sized ball.  I can roll a ball towards a target.  I can strike a ball using my hand.	I am beginning to provide feedback using key words.  I am developing underarm and overarm throwing skills.  I can hit a ball using equipment with some consistency.	I am able to bowl a ball towards a target.  I am beginning to strike a bowled ball.  I am developing an understanding of tactics and I am beginning to use them in game situations.	I am able to bowl a ball with some accuracy, and consistency.  I am learning the rules of the game and I am beginning to use them to play honestly and fairly.	I am beginning to strike a ball with a rounders bat.  I am developing a wider range of fielding skills and I am beginning to use these under some pressure.	I can strike a bowled ball with increasing consistency.  I can use a wider range of skills with increasing control under pressure.



	I can track a ball that is			I can communicate with	I can identify when I was	I can use the rules of the
	coming towards me.	I can track a ball and	I am learning the rules of	my teammates to apply	successful and what I	game consistently to play
		collect it. I can use simple	the game and I am	simple tactics.	need to do to improve.	fairly.
	I know how to score	tactics.	beginning to use them.			
	points.			I can explain what	I can work co-operatively	I can work collaboratively
		I know how to score	I can provide feedback	happens to my body	with others to manage	with others to get batters
	I understand the rules	points and can remember	using key words.	when I exercise and how	our game.	out.
	and I am beginning to use	the score.		this helps to make me		
	these to play honestly		I can use overarm and	healthy.	I understand the need for	I can work in
	and fairly.	I understand the rules of	underarm throwing and		tactics and can identify	collaboration with others
		the game and can use	catching skills.	I can provide feedback	when to use them in	so that games run
	I understand when I am	these to play fairly in a		using key terminology and	different situations.	smoothly.
	successful.	small group.	I work co-operatively with	understand what I need		
			my group to self-manage	to do to improve.	I understand the rules of	I recognise my own and
			games.		the game and I can apply	others strengths and
				I can strike a bowled ball	them honestly most of	areas for development
				with adapted equipment	the time.	and can suggest ways to
				(e.g. a tennis racket).		improve.
					I understand there are	
				I can use overarm and	different skills for	I understand and can
				underarm throwing and	different situations and I	apply some tactics in the
				catching skills with	am beginning to use this.	game as a batter, bowler
				increasing accuracy.		and fielder.
				I share ideas and work		
				with others to manage		
				our game.		



Area	Invasion Games					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills	<ul> <li>To develop dribbling towards a goal. To understand what being 'in possession' means.</li> <li>To develop passing to a teammate with your feet. To understand who to pass to and why when playing against a defender.</li> <li>To develop dribbling a ball with hands. To move towards a goal with the ball.</li> <li>To develop throwing to a teammate. To support a teammate when in possession.</li> <li>To move into space showing an awareness of defenders</li> <li>To be able to stay with a player when defending.</li> </ul>	<ul> <li>To understand what being in possession means and support a teammate to do this.</li> <li>To use a variety of skills to score goals.</li> <li>To develop stopping goals.</li> <li>To learn how to gain possession of the ball.</li> <li>To develop an understanding of marking an opponent.</li> <li>To learn to apply simple tactics for attacking and defending.</li> </ul>	Football  To develop controlling the ball and dribbling under pressure.  To develop passing to a teammate.  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	Football  To develop controlling the ball and dribbling under pressure.  To develop passing to a teammate.  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	To develop dribbling to beat a defender.  To develop sending the ball using a push pass.  To develop receiving the ball with control.  To be able to move into space to support a teammate.  To develop using an open stick (block) tackle and jab tackle to gain possession of the ball.  To apply the rules and skills you have learnt to play in a hockey tournament.	To develop dribbling to beat a defender.  To develop sending the ball using a push pass.  To develop receiving the ball with control.  To be able to move into space to support a teammate.  To develop using an open stick (block) tackle and jab tackle to gain possession of the ball.  To apply the rules and skills you have learnt to play in a hockey tournament.



I am beginning to use what a ball with my hands and feet.  I can change direction to move away from a defender.  I can recognise space when playing games.  I can send and receive a ball with hands and feet.  I can sus mighe rules to play fairry, limove to stay with another player when defending.  I mearing the rules of the game and I am beginning to use simple tractics.  I can stay with another player when defending.  I mearing the rules of the game and I am beginning to use simple tractics to play honestly and fairly. I can move with a ball with hands and feet.  I can use simple rules to play fairry, limove to stay with another player when defending.  I move to stay with another player when defending.  I move to stay with another player when defending.  I move to stay with another player when defender and when I am an attacker.  I lead beginning to use simple tractics. I can dribble, pass, receive and shoot the ball with once nortrol.  I can a dad beat of the game and I am bearning the rules of the game and I am bearning the rules of the game and I am bearning the rules of the game and I am bearning the rules of the game and I am bearning to use simple tractics.  I can dadge and opponent to the game and I am bearning the rules of the game and I am an an an adventing to send the ball with powers and near to slow them down.  I can serte and use space when player and an own with a ball with provest the ball with some control.  I can dribble, pass, receive and shoot the ball with some control.  I can dribble, pass, receive and shoot the ball with some control.  I can dribble, pass, receive and shoot the ball with some control.  I can dribble, pass, receive and shoot the ball with some control.  I can dribble, pass, receive and shoot the ball with some control.  I can dribble, pass, receive and shoot the ball with some control.  I can dribble, pass, receive and shoot the ball with some control.  I can dribble, pass, receive and shoot the ball with some control.  I can dribble, pass, receive and shoot the ball with			1	ı	I	I	
feet.  I can dodge and find space away from the other team.  I can recognise space when playing games.  I can send and receive a ball with hands and feet.  I can use simple rules to law with another player when defending.  I move to stay with another player when defender and when I am an attacker.  Be able to  Feet.  I can dodge and find space away from the other team.  I can recognise space when playing games.  I can send and receive a ball with hands and feet.  I can use simple rules to law with another player when defending.  I know how to score points and can remember and an attacker.  I know who is on my team and attacker.  I know who is on my team and attacker.  I know who is on my team and team the ball to them.  I work co-operatively with my games.  I work co-operatively wi			•				<u> </u>
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Be able to    Can change direction to move away from the other team.   the game and I am beginning to use them to play honestly and fairly.   I can move with a ball to move different skills for land when I am an attacker.   I can change direction to defender.   I can move with a ball to there am.   I can move with a ball to the play fing games.   I can move with a ball to the playing games.   I can move with a ball to the playing games.   I can sometimes dribble, pass, receive and shoot the ball with increasing control.   I can move to space to help my team to keep possession and score goals.   I can stay with another player when defending.   I can stay with another player when defending.   I know how to score points and can remember the score.   I know who is on my team and elender and when I am an attacker.   I work co-operatively with my group to self-manage games.   I work co-operatively with my group to self-manage games.   I can dribble, pass, receive and shoot the ball with increasing control.   I can move to space to help my team to keep possession and score goals.   I can find space away from others and near to my goal.   I can find space away from others and near to my goal.   I can stay with another player when defending.   I know how to score points and can remember the score.   I know who is on my team and eleded and when I am an adefender and when I am an an attacker.   I work co-operatively with my group to self-manage games.   I work co-operatively with my group to self-manage games.   I work co-operatively with my group to self-manage games.   I work co-operatively with my group to self-manage games.   I work co-operatively with my first and can use them often and honestly.   I understand the rules of the game and I can use them most of the time to play fairly and honestly.   I understand there are different skills for   I understand there are different skills for   I understand there are different skills for   I u		teet.			other team from scoring.	1	· • · ·
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Be able to    Can send and receive a ball with hands and feet.		when playing games.		and shoot the ball with			_ =
Be able to    Lan use simple rules to play fairly.   Lan use simple rules to play fairly.   Lan stay with another player to try and win the ball.   I move to stay with another player when defending.   I recognise changes in my body when I do exercise.   I understand when I am an attacker.   I wow who is on my team an attacker.   I wow who is one with the ball to them.   I work co-operatively with my group to self-manage games.   I can find space away from others and near to my goal.   I can provide feedback using key terminology and understand what I need to do to improve.   I can use tracking, tackling and intercepting when playing in defence.   I know what position I am playing in and how to contribute when attacking and defending.   I though what is on my team and I can attempt to send the ball to them.   I understand my role as an attacker and as a defender.   I work co-operatively with my group to self-manage games.   I understand the rules of the game and I can use tracking, tackling and intercepting when playing in defence.   I know what position I am playing in and how to contribute when attacking and defending.   I share ideas and work with others to manage our game.   I understand the rules of the game and I can use them in different situations.   I understand the rules of the game and I can use them most of the time to play fairly and honestly.   I understand there are different skills for   I understand the mature to a consistently to play honestly and indirected to do to improve.   I can use tacking and defender.   I know what position I am playing in adh how to contribute when attacking and defending.   I share ideas and work with others to manage our game.   I understand the rules of the game and I can use them most of the time to play fairly and honestly.   I understand the rules of the game and I can use them most of the time to play fairly and honestly.   I			I can sometimes dribble a	some control.	possession and score	•	interception to improve
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Be able to    Can use simple rules to play fairly.   Can use simple traction of the game and I can use tracking, tackling and intercepting when playing in defence.		ball with hands and feet.	feet.			need to do to improve.	_
Be able to    Day fairly.   Day fairly.   Day fairly.   Day for try and win the ball.   Day for try and win try and win try and what I need to do to improve.   Day for try and what I need to do to improve.   Day for try and hom to contribute when attacking and how to contribute when attacking and how to contribute when attacking and defending.   Day for the search of the search or treat tactics with my team score or gain possession.   Day for try and how to contribute when attacking and defending.   Day for the search of the search or try and how to contribute when attacking and defending.   Day for the search of the search or try and how to contribute when attacking and defending.   Day for try and how to contribute when attacking and work with others to manage our game.   Day for the search or try and how to contribute when attacking and the rules of the game and I can use them of the search or try and homestly.   Day for the search or try an				from others and near to	I can provide feedback		consistently to play
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Be able to  I move to stay with another player when defending.  I recognise changes in my body when I do exercise. I understand when I am a defender and when I am an attacker.  I move to stay with another player when defending.  I know how to score points and can remember the score.  I know who is on my team and I can attempt to send the ball to them.  I lunderstand when I am a defender and when I am an attacker.  I move to stay with another player when defending.  I know who to score points and can remember the score.  I lunderstand my role as an attacker and as a defender.  I lunderstand the need for tactics and can identify when to use them in different situations.  I understand the rules of the game and I can use them most of the time to play fairly and honestly.  I understand there are different skills for		play fairly.	player to try and win the		understand what I need	and intercepting when	work collaboratively to
Be able to    Another player when defending.   I know how to score points and can remember the score.   I know who is on my team and I can attempt to send the ball to them.   I work co-operatively with my group to self-manage games.   I know who is oson my team an attacker.   I know who is oson my team and I can use them most of the time to play fairly and honestly.   I understand there are different skills for   I know what position I am playing in and how to contribute when attacking and defending.   I know what position I am playing in and how to contribute when attacking and defending.   I know what position I am playing in and how to contribute when attacking and defending.   I know what position I am playing in and how to contribute when attacking and defending.   I know what position I am playing in and how to contribute when attacking and defending.   I understand the need for tactics and can identify when to use them in different situations.   I understand the rules of the game and I can use them most of the time to play fairly and honestly.   I understand there are different skills for   I understand the match and playing in and how to contribute when attacking and defending.   I know what position I am playing in and how to contribute when attacking and defending.   I know what position I am playing in and how to contribute when attacking and defending.   I understand the nules of the game and I can use them in displaying in and how to contribute when attacking and defending.   I understand the nules of the game and I can use them in displaying in a			ball.	I can provide feedback	to do to improve.	playing in defence.	create tactics with my
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and I can attempt to send the ball to them.  and I can attempt to send defender and when I am an attacker.  and I can attempt to send the ball to them.  an attacker.  and I can attempt to send the ball to them.  an attacker and as a defender.  I work co-operatively with my group to self-manage games.  I understand the rules of the game and I can use them often and honestly.  I understand the rules of the game and I can use them most of the time to play fairly and honestly.  I understand the need for tactics and can identify when to use them in different situations.  I understand the rules of the game and I can use them most of the time to play fairly and honestly.  I understand the rules of the game and I can use them most of the time to play fairly and honestly.  I understand the rules of the game and I can use them most of the time to play fairly and honestly.  I understand there are different skills for		I recognise changes in my				attacking and defending.	run smoothly. I recognise
I understand when I am a defender and when I am an attacker.  I work co-operatively with my group to self-manage games.  I understand the rules of the game and I can use them most of the time to play fairly and honestly.  I understand there are different skills for		body when I do exercise.	I know who is on my team	1			I = -
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Area	Yoga					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills	<ul> <li>To explore yoga and mindfulness.</li> <li>To be able to copy and remember poses.</li> <li>To develop flexibility when holding poses.</li> <li>To develop balance whilst holding poses.</li> <li>To create yoga poses using a hoop.</li> <li>To create a yoga flow with a partner.</li> </ul>	<ul> <li>To copy and repeat yoga poses.</li> <li>To develop an awareness of strength when completing yoga poses.</li> <li>To develop an awareness of flexibility when completing yoga poses.</li> <li>To copy and remember actions linking them into a flow.</li> <li>To create a flow and teach it to a partner.</li> <li>To explore poses and create a yoga flow.</li> </ul>	<ul> <li>To explore connecting breath and movement.</li> <li>To explore new yoga poses and begin to connect them.</li> <li>To explore gratitude when remembering and repeating a yoga flow.</li> <li>To develop flexibility and strength in a positive summer flow.</li> <li>To develop flexibility in an individual yoga flow.</li> <li>To develop confidence and strength in arm balances.</li> </ul>	<ul> <li>To explore connecting breath and movement.</li> <li>To explore new yoga poses and begin to connect them.</li> <li>To explore gratitude when remembering and repeating a yoga flow.</li> <li>To develop flexibility and strength in a positive summer flow.</li> <li>To develop flexibility in an individual yoga flow.</li> <li>To develop confidence and strength in arm balances.</li> </ul>	<ul> <li>To develop an understanding of yoga.         To develop flexibility through the sun salutation flow.         To develop strength through yoga flows.         </li> <li>To create your own flow showing quality in control, balance and technique.</li> <li>To develop balance through yoga flows.</li> <li>To work collaboratively to create a controlled paired yoga flow.</li> <li>To create your own yoga flow that challenges technique, balance and control.</li> </ul>	<ul> <li>To develop an understanding of yoga.         To develop flexibility through the sun salutation flow.         To develop strength through yoga flows.         To create your own flow showing quality in control, balance and technique.         To develop balance through yoga flows.         </li> </ul> <li>To develop balance through yoga flows.</li> <li>To work collaboratively to create a controlled paired yoga flow.</li> <li>To create your own yoga flow that challenges technique, balance and control.</li>
	I can recognise how yoga makes me both feel	I am beginning to provide feedback using key words.	I can copy and link yoga poses together to create a	I can describe how yoga makes me feel and can	I am confident to lead others through poses and	I am confident to lead others, demonstrating
	physically and mentally.		short flow.	talk about the benefits of	flows.	poses and teaching them
Be able to		I can copy, remember and		yoga.		my flow.
	I can remember and	repeat yoga flows.	I can describe how yoga	Lean link noces together	I can create a yoga flow	
	repeat actions, linking		makes me feel.	I can link poses together	working safely with a	
	poses together.		A. A.	to create a yoga flow.	partner.	



	I can describe how my	I can move from one pose	I can provide feedback		I can use feedback
I can say what I liked	body feels during	to another in time with	using key terminology and	I can identify how	provided to improve the
about someone else's	exercise.	my breath.	understand what I need	different activities can	quality of my work.
flow.			to do to improve.	benefit my physical	
	I can move from one pose	I can provide feedback		health.	I can use my breath to
I can show an awareness	to another thinking about	using key words.	I can transition from pose		transition from one pose
of space when travelling.	my breath.		to pose in time with my	I can move with control	to another with control.
		I can work with others to	breath.	from one pose to another	
I can work with others to	I can use clear shapes	create a flow including a		demonstrating good	I can use yoga poses to
create poses	when performing poses.	number of poses.	I can work collaboratively	balance.	improve my flexibility,
			and effectively with		strength and balance.
	I can work with others to	I show some stability	others.	I can provide feedback to	
	create simple flows	when holding my yoga		others using key	I choose poses which link
	showing some cont	poses.	I demonstrate yoga poses	terminology.	easily from one to the
			which show clear shapes.		other to help my
				I can use feedback	sequence flow.
			I show increasing control	provided to improve my	
			and balance when moving	work.	I recognise my own and
			from one pose to another		others strengths and
				I can use my breath to	areas for development
				move from pose to pose.	and can suggest ways to
					improve.
				I show strength and	
				flexibility whilst holding	I understand that there
				yoga poses	are different areas of
					fitness and how this helps
					me in different activities.

