



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



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



Gymnastics						
Area	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills	<ul style="list-style-type: none"> To explore balance, stability and landing safely. To explore how the body moves differently when running at different speeds To explore changing direction and dodging To explore jumping, hopping, and skipping actions To explore co-ordination and combining jumps. To explore combination jumping and skipping in an individual rope. 	<ul style="list-style-type: none"> To perform gymnastic shapes and link them together To be able to use shapes to create balances. To be able to link travelling actions and balances using apparatus. To demonstrate different shapes, take off and landings when performing jumps. To develop rolling and sequence building. To develop sequence work on apparatus. 	<ul style="list-style-type: none"> To be able to create interesting point and patch balances. To develop stepping into shape jumps with control. To develop the straight, barrel, and forward roll. To be able to transition smoothly into and out of balances. To create a sequence with matching and contrasting actions and shapes. To create a partner sequence incorporating equipment. 	<ul style="list-style-type: none"> To develop individual and partner balances. To develop control in performing and landing rotation jumps. To develop the straight, barrel, forward and straddle roll. To develop the straight, barrel, forward and straddle roll. To develop strength in inverted movements. To be able to create a partner sequence to include apparatus. 	<ul style="list-style-type: none"> To be able to perform symmetrical and asymmetrical balances. To develop the straight, forward, straddle and backward roll. To be able to explore different methods of travelling, linking actions in both canon and synchronisation. To be able to perform progressions of inverted movements. To explore matching and mirroring using actions both on the floor and on apparatus. To be able to create a partner sequence using apparatus. 	<ul style="list-style-type: none"> To be able to develop the straddle, forward and backward roll. To develop counter balance and counter tension. To be able to perform inverted movements with control. To be able to perform the progressions of a headstand and a cartwheel. To be able to use flight from hands to travel over apparatus. To be able to create a group sequence using formations and apparatus.
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.



	<p>I can link simple actions together to create a sequence.</p> <p>I can make my body tense, relaxed, stretched and curled.</p> <p>I can recognise changes in my body when I do exercise.</p> <p>I can remember and repeat actions and shapes.</p> <p>I can say what I liked about someone else's performance.</p> <p>I can use apparatus safely and wait for my turn.</p>	<p>I am proud of my work and confident to perform in front of others.</p> <p>I can perform the basic gymnastic actions with some control and balance.</p> <p>I can plan and repeat simple sequences of actions.</p> <p>I can use directions and levels to make my work look interesting.</p> <p>I can use shapes when performing other skills.</p> <p>I can work safely with others and apparatus.</p>	<p>I can choose actions that flow well into one another.</p> <p>I can choose and plan sequences of contrasting actions.</p> <p>I can complete actions with increasing balance and control.</p> <p>I can move in unison with a partner.</p> <p>I can provide feedback using key words.</p> <p>I use a greater number of my own ideas for movements in response to a task. With help, I can recognise how performances could be improved</p>	<p>I can identify some muscle groups used in gymnastic activities.</p> <p>I can plan and perform sequences with a partner that include a change of level and shape.</p> <p>I can provide feedback using appropriate language relating to the lesson.</p> <p>I can safely perform balances individually and with a partner.</p> <p>I can watch, describe and suggest possible improvements to others' performances and my own.</p> <p>I understand how body tension can improve the control and quality of my movements.</p>	<p>individually and with a partner.</p> <p>I can lead a partner through short warm-up routines.</p> <p>I can use canon and synchronisation, and matching and mirroring when performing with a partner and a group and say how it affects the performance.</p> <p>I can use feedback provided to improve my work.</p> <p>I can use set criteria to make simple judgments about performances and suggest ways they could be improved.</p> <p>I can use strength and flexibility to improve the quality of a performance.</p> <p>I can work safely when learning a new skill to keep myself and others safe.</p>	<p>I can create and perform sequences using compositional devices to improve the quality.</p> <p>I can lead a small group through a short warm-up routine.</p> <p>I can use appropriate language to evaluate and refine my own and others' work.</p> <p>I can work collaboratively with others to create a sequence.</p> <p>I understand how to work safely when learning a new skill.</p> <p>I understand what counter balance and counter tension is and can show examples with a partner.</p>
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Area	Ball Skills					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills	<ul style="list-style-type: none"> To develop control and co-ordination when dribbling a ball with your hands. To explore accuracy when rolling a ball. To explore throwing with accuracy towards a target. To explore catching with two hands. To explore control and co-ordination when dribbling a ball with your feet. To explore tracking a ball that is coming towards me. 	<ul style="list-style-type: none"> To be able to roll a ball to hit a target. To develop co-ordination and be able to stop a rolling ball To develop technique and control when dribbling a ball with your feet. To develop control and technique when kicking a ball. To develop co-ordination and technique when throwing and catching. To develop control and co-ordination when dribbling a ball with your hands.. 	<ul style="list-style-type: none"> To develop confidence and accuracy when tracking a ball. To develop confidence and accuracy when tracking a ball. To explore and develop a variety of throwing techniques. To develop catching skills using one and two hands. To develop dribbling a ball with hands. To use tracking, sending and dribbling skills with feet. 	<ul style="list-style-type: none"> To develop confidence and accuracy when tracking a ball. To develop confidence and accuracy when tracking a ball. To explore and develop a variety of throwing techniques. To develop catching skills using one and two hands. To develop dribbling a ball with hands. To use tracking, sending and dribbling skills with feet. 	<p>Netball</p> <ul style="list-style-type: none"> To develop passing and moving. To be able to use the attacking principle of creating and using space. To be able to change direction and lose a defender. To be able to defend ball side and know when to go for interceptions. To develop the shooting action. To be able to change direction to get free from a defender and receive a pass. <p>To learn the positions of 5-a-side netball.</p>	<p>Football</p> <ul style="list-style-type: none"> To be able to dribble the ball under pressure. To pass the ball accurately to a target to help to maintain possession. To use different turns to keep the ball away from defenders. To develop defending skills to gain possession. To develop goalkeeping skills to stop the opposition from scoring. To be able to apply the rules and tactics you have learnt to play in a football tournament.
Be able to do	<p>I am beginning to catch with two hands.</p> <p>I am beginning to dribble a ball with my hands and feet.</p> <p>I am beginning to understand simple tactics.</p>	<p>I am beginning to provide feedback using key words. I am beginning to understand and use simple tactics.</p> <p>I can dribble a ball with my hands and feet with some control.</p> <p>I can roll and throw a ball to hit a target.</p>	<p>I can catch different sized objects with increasing consistency with two hands.</p> <p>I can dribble a ball with control.</p> <p>I can persevere when learning a new skill.</p>	<p>I can accurately use a range of throwing techniques to throw to a target.</p> <p>I can catch different sized objects with increasing consistency with one and two hands.</p>	<p>I can communicate with my team and move into space to keep possession and score.</p> <p>I can identify when I was successful and what I need to do to improve.</p> <p>I can pass, receive and shoot the ball with some control under pressure.</p>	<p>I can create and use space to help my team. I can dribble, pass, receive and shoot the ball with increasing control under pressure.</p> <p>I can select the appropriate action for the situation and make this decision quickly.</p>



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

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Know	<ul style="list-style-type: none"> To explore travelling actions and use counts of 8 to move in time with the music. To remember and repeat actions and respond imaginatively to a stimulus. To copy, remember and repeat actions that represent the theme. To copy, repeat, create and perform actions that represent the theme. To use expression and create actions that relate to the story. To use a pathway when travelling To copy, repeat and choose actions that represent the theme. To show changes in expression, level and shape. 	<ul style="list-style-type: none"> To repeat, link and choose actions. To create actions and accurately copy other's actions. To copy, remember and repeat actions using facial expressions to show different characters. To perform in unison creating shapes with a partner. To be able to mirror a partner and create ideas. To copy, repeat and create actions in response to a stimulus. To copy, create and perform actions considering dynamics. To create a short dance phrase with a partner showing clear changes of speed 	<ul style="list-style-type: none"> To create actions in response to a stimulus and move in unison with a partner. To create actions to move in contact with a partner or interact with a partner. To understand how dynamics affect the actions performed. To be able to select and use actions to represent an idea. To work with a partner to choose actions that relate to an idea. To remember and repeat actions, using dynamics to clearly show different phrases. To choose actions which relate to the idea, using space and timing to make my work look interesting. To understand and use formations, choosing poses which relate to the stimulus To use transitions and changes of timing to move into and out of shape 	<ul style="list-style-type: none"> To copy and create actions in response to an idea and be able to adapt this using changes of space To choose actions which relate to the theme. To use actions, dynamics, spacing and timing to represent a state of matter. To use actions, dynamics, spacing and timing to represent a state of matter. To remember and repeat actions and create dance ideas in response to a stimulus. To use action and reaction when creating ideas with a partner. To remember, repeat and create actions to represent an idea. To use choreographing ideas to change how actions are performed. 	<ul style="list-style-type: none"> To create a dance using a random structure and perform the actions showing quality and control. To understand how changing the dynamics of an action changes the appearance of the performance. To understand and use relationships and space to change how a performance looks. To work with a group to create poses and link them together using transitions. To use choreographing devices when working as a group. To copy and repeat movements in the style of Rock 'n' Roll. To work with a partner to copy and repeat actions keeping in time with the music. To work collaboratively with a group to create a dance in the style of Rock 'n' Roll. 	<ul style="list-style-type: none"> To copy and repeat a set dance phrase showing confidence in movements. To work collaboratively with a partner to explore and develop the dance idea. To use changes in level and speed when choreographing. To copy and create actions using a prop as a dance stimulus. To use choreographing devices to improve how the performance looks. To select actions and dynamics to convey different characters. To choreograph a dance that shows contrasting characters. To communicate a story through dance.



<p>Be able to do</p>	<p>I am beginning to use counts.</p> <p>I can copy, remember and repeat actions. I can move confidently and safely.</p> <p>I can use different parts of the body in isolation and together.</p> <p>I can work with others to share ideas and select actions.</p> <p>I choose appropriate movements for different dance ideas.</p> <p>I say what I liked about someone else's performance.</p> <p>I show some sense of dynamic and expressive qualities in my dance.</p>	<p>I am beginning to provide feedback using key words.</p> <p>I am proud of my work and confident to perform in front of others.</p> <p>I can perform the basic gymnastic actions with some control and balance.</p> <p>I can plan and repeat simple sequences of actions.</p> <p>I can use directions and levels to make my work look interesting.</p> <p>I can use shapes when performing other skills.</p> <p>I can work safely with others and apparatus</p>	<p>I can adapt sequences to suit different types of apparatus.</p> <p>I can choose actions that flow well into one another.</p> <p>I can choose and plan sequences of contrasting actions.</p> <p>I can complete actions with increasing balance and control.</p> <p>I can move in unison with a partner.</p> <p>I can provide feedback using key words.</p> <p>I use a greater number of my own ideas for movements in response to a task.</p> <p>With help, I can recognise how performances could be improved.</p>	<p>I can explain what happens to my body when I exercise and how this helps to make me healthy.</p> <p>I can identify some muscle groups used in gymnastic activities.</p> <p>I can plan and perform sequences with a partner that include a change of level and shape.</p> <p>I can provide feedback using appropriate language relating to the lesson.</p> <p>I can safely perform balances individually and with a partner.</p> <p>I can watch, describe and suggest possible improvements to others' performances and my own.</p> <p>I understand how body tension can improve the control and quality of my movements</p>	<p>I can create and perform sequences using apparatus, individually and with a partner.</p> <p>I can lead a partner through short warm-up routines.</p> <p>I can use canon and synchronisation, and matching and mirroring when performing with a partner and a group and say how it affects the performance.</p> <p>I can use feedback provided to improve my work.</p> <p>I can use set criteria to make simple judgments about performances and suggest ways they could be improved.</p> <p>I can use strength and flexibility to improve the quality of a performance.</p> <p>I can work safely when learning a new skill to keep myself and others safe.</p>	<p>I can combine and perform gymnastic actions, shapes and balances with control and fluency.</p> <p>I can create and perform sequences using compositional devices to improve the quality.</p> <p>I can lead a small group through a short warm-up routine.</p> <p>I can use appropriate language to evaluate and refine my own and others' work.</p> <p>I can work collaboratively with others to create a sequence.</p> <p>I understand how to work safely when learning a new skill.</p> <p>I understand what counter balance and counter tension is and can show examples with a partner</p>
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Area	Athletics					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills	<ul style="list-style-type: none"> To learn to move at different speeds for varying distances. To develop a foundation for balance and stability. To develop agility and co-ordination. To explore hopping, jumping and leaping for distance. To develop throwing for distance. To develop throwing for accuracy. 	<ul style="list-style-type: none"> To develop the sprinting action. To develop jumping for distance. To develop technique when jumping for height. To develop throwing for distance. To develop throwing for accuracy. To develop technique when taking part in an athletics carousel. 	<ul style="list-style-type: none"> To develop the sprinting technique and improve on your personal best. To develop changeover in relay events. To develop jumping technique in a range of approaches and take off positions. To develop throwing for distance and accuracy. To develop throwing for distance in a pull throw. To develop officiating and performing skills. 	<ul style="list-style-type: none"> To develop stamina and an understanding of speed and pace in relation to distance. To develop power and speed in the sprinting technique. To develop technique when jumping for distance. To develop power and technique when throwing for distance. To develop a pull throw for distance and accuracy. To develop officiating and performing skills. 	<ul style="list-style-type: none"> To be able to apply different speeds over varying distances. To develop fluency and coordination when running for speed. To develop technique in relay changeovers. To develop technique and coordination in the triple jump. To develop throwing with force for longer distances. To develop throwing with greater control and technique. 	<ul style="list-style-type: none"> To work collaboratively with a partner to set a steady pace. To develop your own and others sprinting technique. To develop power, control and technique for the triple jump. To develop power, control and technique when throwing for distance. To develop throwing with force and accuracy for longer distances. To work collaboratively in a team to develop the officiating skills of measuring, timing and recording.
Be able to do	<p>I am able to throw towards a target.</p> <p>I am beginning to show balance and co-ordination when changing direction.</p>	<p>I can describe how my body feels during exercise.</p> <p>I can identify good technique.</p>	<p>I am developing jumping for distance.</p> <p>I can identify when I was successful.</p> <p>I can take part in a relay activity, remembering</p>	<p>I can demonstrate the difference in sprinting and jogging techniques.</p> <p>I can explain what happens in my body when I warm up.</p>	<p>I can choose the best pace for a running event.</p> <p>I can identify good athletic performance and explain why it is good.</p>	<p>I can compete within the rules showing fair play and honesty.</p> <p>I can help others to improve their technique using key teaching points.</p>



	<p>I am developing overarm throwing.</p> <p>I can recognise changes in my body when I do exercise.</p> <p>I can run at different speeds. I can work with others and make safe choices.</p> <p>I try my best.</p> <p>I understand the difference between a jump, a leap and a hop and can choose which allows me to jump the furthest.</p>	<p>I can jump and land with control.</p> <p>I can use an overarm throw to help me to throw for distance.</p> <p>I can work with others, taking turns and sharing ideas.</p> <p>I show balance and co-ordination when running at different speeds.</p> <p>I try my best.</p>	<p>when to run and what to do.</p> <p>I can throw a variety of objects, changing my action for accuracy and distance.</p> <p>I can use different take off and landings when jumping.</p> <p>I can use key points to help me to improve my sprinting technique.</p> <p>I can work with a partner and in a small group, sharing ideas.</p> <p>I show determination to achieve my personal best.</p>	<p>I can identify when I was successful and what I need to do to improve.</p> <p>I can jump for distance with balance and control.</p> <p>I can throw with some accuracy and power to a target area.</p> <p>I show determination to improve my personal best.</p> <p>I support and encourage others to work to their best.</p>	<p>I can perform a range of jumps showing some technique.</p> <p>I can show control at take-off and landing in jumping activities.</p> <p>I can take on the role of coach, official and timer when working in a group.</p> <p>I can use feedback to improve my sprinting technique.</p> <p>I persevere to achieve my personal best.</p> <p>I show accuracy and power when throwing for distance.</p>	<p>I can identify my own and others' strengths and areas for development and can suggest ways to improve.</p> <p>I can perform jumps for distance using good technique.</p> <p>I can select and apply the best pace for a running event.</p> <p>I can show accuracy and good technique when throwing for distance.</p> <p>I understand that there are different areas of fitness and how this helps me in different activities.</p> <p>I use different strategies to persevere to achieve my personal best.</p>
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Area	Striking and Fielding					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills	<ul style="list-style-type: none"> To develop underarm throwing and catching and put this into small sided games. To develop overarm throwing. To develop striking a ball with my hand and equipment. To retrieve a ball when fielding. To understand how to get a batter out. To develop decision making and understand how to score points. 	<ul style="list-style-type: none"> To be able to track a rolling ball and collect it. To develop accuracy in underarm throwing and consistency in catching when fielding a ball. To develop accuracy with overarm throwing to send a ball over a greater distance and limit a batter's score. To develop striking for distance and accuracy. To develop decision making to get a batter out. To develop decision making when under pressure. 	<p>Rounders</p> <ul style="list-style-type: none"> To play different roles in a game and begin to think tactically about each role. To develop the bowling action and learn the rules of bowling. To run around the outside of the bases and make decisions about when to stop and when to run. To field a ball using a two handed pick up and a short barrier. To develop batting technique and an understanding of where to hit the ball. To apply skills and rules learnt to play rounders. 	<p>Rounders</p> <ul style="list-style-type: none"> To play different roles in a game and begin to think tactically about each role. To develop the bowling action and learn the rules of bowling. To run around the outside of the bases and make decisions about when to stop and when to run. To field a ball using a two handed pick up and a short barrier. To develop batting technique and an understanding of where to hit the ball. To apply skills and rules learnt to play rounders. 	<p>Rounders</p> <ul style="list-style-type: none"> To develop the bowling action and understand the role of the bowler. To develop batting technique. To make decisions about where and when to send the ball to stump a batter out. To develop a variety of fielding techniques and when to use them in a game. To develop long and short barriers in fielding and understand when to use them. To apply the rules and skills you have learnt to play in a rounders tournament. 	<p>Rounders</p> <ul style="list-style-type: none"> To develop the bowling action and understand the role of the bowler. To develop batting technique. To make decisions about where and when to send the ball to stump a batter out. To develop a variety of fielding techniques and when to use them in a game. To develop long and short barriers in fielding and understand when to use them. To apply the rules and skills you have learnt to play in a rounders tournament.
Be able to	<p>I can catch a beanbag and a medium-sized ball.</p> <p>I can roll a ball towards a target.</p> <p>I can strike a ball using my hand.</p>	<p>I am beginning to provide feedback using key words.</p> <p>I am developing underarm and overarm throwing skills.</p> <p>I can hit a ball using equipment with some consistency.</p>	<p>I am able to bowl a ball towards a target.</p> <p>I am beginning to strike a bowled ball.</p> <p>I am developing an understanding of tactics and I am beginning to use them in game situations.</p>	<p>I am able to bowl a ball with some accuracy, and consistency.</p> <p>I am learning the rules of the game and I am beginning to use them to play honestly and fairly.</p>	<p>I am beginning to strike a ball with a rounders bat.</p> <p>I am developing a wider range of fielding skills and I am beginning to use these under some pressure.</p>	<p>I can strike a bowled ball with increasing consistency.</p> <p>I can use a wider range of skills with increasing control under pressure.</p>



	<p>I can track a ball that is coming towards me.</p> <p>I know how to score points.</p> <p>I understand the rules and I am beginning to use these to play honestly and fairly.</p> <p>I understand when I am successful.</p>	<p>I can track a ball and collect it. I can use simple tactics.</p> <p>I know how to score points and can remember the score.</p> <p>I understand the rules of the game and can use these to play fairly in a small group.</p>	<p>I am learning the rules of the game and I am beginning to use them.</p> <p>I can provide feedback using key words.</p> <p>I can use overarm and underarm throwing and catching skills.</p> <p>I work co-operatively with my group to self-manage games.</p>	<p>I can communicate with my teammates to apply simple tactics.</p> <p>I can explain what happens to my body when I exercise and how this helps to make me healthy.</p> <p>I can provide feedback using key terminology and understand what I need to do to improve.</p> <p>I can strike a bowled ball with adapted equipment (e.g. a tennis racket).</p> <p>I can use overarm and underarm throwing and catching skills with increasing accuracy.</p> <p>I share ideas and work with others to manage our game.</p>	<p>I can identify when I was successful and what I need to do to improve.</p> <p>I can work co-operatively with others to manage our game.</p> <p>I understand the need for tactics and can identify when to use them in different situations.</p> <p>I understand the rules of the game and I can apply them honestly most of the time.</p> <p>I understand there are different skills for different situations and I am beginning to use this.</p>	<p>I can use the rules of the game consistently to play fairly.</p> <p>I can work collaboratively with others to get batters out.</p> <p>I can work in collaboration with others so that games run smoothly.</p> <p>I recognise my own and others strengths and areas for development and can suggest ways to improve.</p> <p>I understand and can apply some tactics in the game as a batter, bowler and fielder.</p>
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Area	Invasion Games					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills	<ul style="list-style-type: none"> To develop dribbling towards a goal. To understand what being 'in possession' means. To develop passing to a teammate with your feet. To understand who to pass to and why when playing against a defender. To develop dribbling a ball with hands. To move towards a goal with the ball. To develop throwing to a teammate. To support a teammate when in possession. To move into space showing an awareness of defenders To be able to stay with a player when defending. 	<ul style="list-style-type: none"> To understand what being in possession means and support a teammate to do this. To use a variety of skills to score goals. To develop stopping goals. To learn how to gain possession of the ball. To develop an understanding of marking an opponent. To learn to apply simple tactics for attacking and defending. 	<p>Football</p> <ul style="list-style-type: none"> 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 	<p>Football</p> <ul style="list-style-type: none"> 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 	<p>Hockey</p> <ul style="list-style-type: none"> 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. 	<p>Hockey</p> <ul style="list-style-type: none"> 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.



<p>Be able to</p>	<p>I am beginning to dribble a ball with my hands and feet.</p> <p>I can change direction to move away from a defender.</p> <p>I can recognise space when playing games.</p> <p>I can send and receive a ball with hands and feet.</p> <p>I can use simple rules to play fairly.</p> <p>I move to stay with another player when defending.</p> <p>I recognise changes in my body when I do exercise.</p> <p>I understand when I am a defender and when I am an attacker.</p>	<p>I can describe how my body feels during exercise.</p> <p>I can dodge and find space away from the other team.</p> <p>I can move with a ball towards goal.</p> <p>I can sometimes dribble a ball with my hands and feet.</p> <p>I can stay with another player to try and win the ball.</p> <p>I know how to score points and can remember the score.</p> <p>I know who is on my team and I can attempt to send the ball to them.</p>	<p>I am beginning to use simple tactics.</p> <p>I am learning the rules of the game and I am beginning to use them to play honestly and fairly.</p> <p>I can dribble, pass, receive and shoot the ball with some control.</p> <p>I can find space away from others and near to my goal.</p> <p>I can provide feedback using key words.</p> <p>I can track an opponent to slow them down.</p> <p>I understand my role as an attacker and as a defender.</p> <p>I work co-operatively with my group to self-manage games.</p>	<p>I can delay an opponent and help to prevent the other team from scoring.</p> <p>I can dribble, pass, receive and shoot the ball with increasing control.</p> <p>I can move to space to help my team to keep possession and score goals.</p> <p>I can provide feedback using key terminology and understand what I need to do to improve.</p> <p>I can use simple tactics to help my team score or gain possession.</p> <p>I share ideas and work with others to manage our game.</p> <p>I understand the rules of the game and I can use them often and honestly.</p>	<p>I can communicate with my team and move into space to keep possession and score.</p> <p>I can dribble, pass, receive and shoot the ball with some control under pressure.</p> <p>I can identify when I was successful and what I need to do to improve.</p> <p>I can use tracking, tackling and intercepting when playing in defence.</p> <p>I know what position I am playing in and how to contribute when attacking and defending.</p> <p>I understand the need for tactics and can identify when to use them in different situations.</p> <p>I understand the rules of the game and I can use them most of the time to play fairly and honestly.</p> <p>I understand there are different skills for different situations and I am beginning to apply this.</p>	<p>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. I can use marking, tackling and/or interception to improve my defence. I can use the rules of the game consistently to play honestly and fairly. I can work collaboratively to create tactics with my team and evaluate the effectiveness of these. I can work in collaboration with others so that games run smoothly. I recognise my own and others strengths and areas for development and can suggest ways to improve</p>
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Area	Yoga					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills	<ul style="list-style-type: none"> To explore yoga and mindfulness. To be able to copy and remember poses. To develop flexibility when holding poses. To develop balance whilst holding poses. To create yoga poses using a hoop. To create a yoga flow with a partner. 	<ul style="list-style-type: none"> To copy and repeat yoga poses. To develop an awareness of strength when completing yoga poses. To develop an awareness of flexibility when completing yoga poses. To copy and remember actions linking them into a flow. To create a flow and teach it to a partner. To explore poses and create a yoga flow. 	<ul style="list-style-type: none"> To explore connecting breath and movement. To explore new yoga poses and begin to connect them. To explore gratitude when remembering and repeating a yoga flow. To develop flexibility and strength in a positive summer flow. To develop flexibility in an individual yoga flow. To develop confidence and strength in arm balances. 	<ul style="list-style-type: none"> To explore connecting breath and movement. To explore new yoga poses and begin to connect them. To explore gratitude when remembering and repeating a yoga flow. To develop flexibility and strength in a positive summer flow. To develop flexibility in an individual yoga flow. To develop confidence and strength in arm balances. 	<ul style="list-style-type: none"> 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. To work collaboratively to create a controlled paired yoga flow. To create your own yoga flow that challenges technique, balance and control. 	<ul style="list-style-type: none"> 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. To work collaboratively to create a controlled paired yoga flow. To create your own yoga flow that challenges technique, balance and control.
Be able to	<p>I can recognise how yoga makes me both feel physically and mentally.</p> <p>I can remember and repeat actions, linking poses together.</p>	<p>I am beginning to provide feedback using key words.</p> <p>I can copy, remember and repeat yoga flows.</p>	<p>I can copy and link yoga poses together to create a short flow.</p> <p>I can describe how yoga makes me feel.</p>	<p>I can describe how yoga makes me feel and can talk about the benefits of yoga.</p> <p>I can link poses together to create a yoga flow.</p>	<p>I am confident to lead others through poses and flows.</p> <p>I can create a yoga flow working safely with a partner.</p>	<p>I am confident to lead others, demonstrating poses and teaching them my flow.</p>



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