

## Physical Curriculum - EYFS

### Early Years Curriculum:

Pupils should be taught about:

- Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.
- Runs skillfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.
- Can stand momentarily on one foot when shown.
- Can catch a large ball.
- Experiments with different ways of moving.
- Jumps off an object and lands appropriately.
- Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.
- Travels with confidence and skill around, under, over and through balancing and climbing equipment.
- Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.
- Observes the effects of activity on their bodies.

### Nursery Coverage

In Nursery pupils will follow these themes. However, themes may change as a result of following the children's interests.

Autumn Term - Once Upon a Fairy Tale

Spring Term - I wonder what grows?

Summer Term - Culture and Communities

GetSet4PE (Summer Term)

Introduction to PE : Unit 1

Fundamental: Unit 1

### Reception Coverage

Autumn Term - Unique Me

Spring Term - We can be Heroes

Summer Term - The World Around Us

GetSet4PE

Autumn Term

Introduction to PE: Unit 1

Fundamental Unit 1

Spring Term

Dance: Unit 1

Gymnastics: Unit 1

Summer Term

Balls Skills: Unit 1

Games: Unit 1

### Nursery End points (3-4-Year-Olds)

- I can use large and small motor skills to do things independently.
- I can show an increasing desire to be independent.
- I can feed and dress myself
- I can develop manipulation and control.
- I can explore different materials and tools.
- I can walk, jump, climb and use stairs independently.
- I can use a scooter and ride a tricycle.

### Reception End points (4-5-Year-Olds)

- I can further develop the skills they need to manage the school day successfully
- I can develop overall body-strength, balance, coordination and agility.
- I can use my core muscle strength to achieve a good posture when sitting at a table or on the floor.
- Ongoing- I can develop their small motor skills so that they can use a range of tools competently, safely and confidently.
- Ongoing-I can revise and refine the fundamental skills they have already acquired.
- I can develop the foundations of a handwriting style which is fast, accurate and efficient.

- I can clap and stamp to music.
- Continue to develop their movement, balancing, riding and ball skills.
- Go up steps using alternate feet.
- I can use large muscle movements to wave flags, streamers, paint and make marks. Choose the right resources to carry out their own plan.
- I can be increasingly independent as they get dressed and undressed.
- I can continue to develop their movement, balancing, riding and ball skills.
- I can skip, hop, stand on one leg and hold a pose in a game like musical statues.
- I can start taking part in some group activities which they make up for themselves or in teams.
- I can increasingly be able to use and remember sequences and patterns of music and rhythm.
- I can collaborate with others to manage large items.
- I can use a comfortable grip with good control when holding pens and pencils.
- I can show preference of dominant hand.

#### Introduction to PE: Unit 1

I am beginning to demonstrate balance

I am beginning to negotiate space safely

I am beginning to take turns with others

I can explore movement skills

I can make guided choices

I follow instructions with support

#### Fundamentals: Unit 1

I am beginning to negotiate space safely

I am beginning to take turns with others

I am building my confidence to try new challenges

I can explore movement skills, beginning to demonstrate balance and co-ordination when playing games

I follow instructions with support

I play games honestly guided by rules with support

- I can further develop and refine a range of ball skills.
- I can develop overall body-strength, balance, coordination and agility.
- I can combine different movements with ease and fluency.
- I can progress towards a more fluent style of moving with developing control and grace.
- I can develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
- I can combine different movements with ease and fluency.
- I can develop overall body strength, co-ordination, balance and agility needed to engage successfully in PE sessions such as dance, gymnastics, sport and swimming.
- I can progress towards a more fluent style of moving with developing control and grace.

#### Introduction to PE: Unit 1

I can demonstrate balance

I can make independent choices

I can negotiate space safely with consideration for myself and others

I follow instructions involving several ideas or actions

I play co-operatively and take turns with others

I use movement skills with developing balance and co-ordination

#### Fundamentals: Unit 1

I am confident to try new challenge

I can negotiate space safely with consideration for myself and others

I follow instructions involving several ideas or actions

I play co-operatively, take turns and encourage others

I play games honestly with consideration of the rules

I use movement skills with developing balance and co-ordination when playing games

#### Dance

I am confident to try new challenges and perform in front of others

I can combine movements fluently, selecting actions in response to the task

I can negotiate space safely with consideration for myself and others

I follow instructions involving several ideas or actions

I show respect towards others when providing feedback

I use movement skills with developing strength, balance and co-ordination showing increasing control and grace

#### Gymnastics

I am confident to try new challenges

I can combine movements, selecting actions in response to the task and apparatus

I can confidently and safely use a range of large and small apparatus

I can negotiate space safely with consideration for myself and others

I follow instructions involving several ideas or actions

I use movement skills with developing strength, balance and co-ordination showing increasing control and grace

I work co-operatively with others and take turns

Ball Skills

I can make independent choices

I can negotiate space safely with consideration for myself and others

I persevere when trying new challenges

I play ball games with consideration of the rules

I play co-operatively and take turns with others

I use ball skills with developing competence and accuracy

Games

I can negotiate space safely with consideration for myself and others

I follow instructions involving several ideas or actions

I play co-operatively, take turns and encourage others

I play games honestly with consideration of the rules

I show an understanding of my feelings and can regulate my behaviour

I use ball skills with developing competence and accuracy

I use movement skills with developing balance and co-ordination

## PE Curriculum - Key Stage 1

### National Curriculum:

Pupils should be taught about:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

Year 1 Coverage

Year 2 Coverage

<p>Autumn Term - Fundamentals Team Building Dance Ball Skills Spring Term - Dance Gymnastics Yoga Net and Wall Summer Term - Target Games Sending and Receiving Athletics Invasion</p>	<p>Autumn Term - Fundamentals Team Building Dance Ball Skills Spring Term - Dance Gymnastics Invasion Sending and Receiving Summer Term - Fitness Striking and Fielding Athletics Net and Wall</p>
<p>Year 1 End points</p>	<p>Year 2 End points</p>
<p><u>Skills</u> <u>Autumn - Fundamentals</u> I am able to throw towards a target. I am beginning to link running and jumping movements. I am beginning to show balance and co-ordination when changing direction. I am developing over arm throwing. I can recognise changes in my body when I do exercise. I can run at different speeds. I can work with others and make safe choices. I try my best. I understand the difference between a jump, a leap and a hop and can choose which allows me to jump the furthest. <u>Autumn - Team Building</u> I can communicate simple instructions. I can follow a simple diagram/map. I can follow instructions. I can listen to others' ideas. I can suggest ideas to solve tasks. I can work with a partner and a small group. I understand the rules of the game. <u>Autumn &amp; Spring - Dance</u></p>	<p><u>Skills</u> <u>Autumn - Fundamentals</u> I am beginning to provide feedback using key words. I am beginning to turn and jump in an individual skipping rope. I can describe how my body feels during exercise. I can show balance when changing direction. I can show hopping, skipping and jumping movements with some balance and control. I can work co-operatively with a partner and a small group. I show balance and co-ordination when running at different speeds. <u>Autumn - Team Building</u> I can follow instructions carefully. I can say when I was successful at solving challenges. I can share my ideas and help to solve tasks. I can work co-operatively with a partner and a small group. I show honesty and can play fairly. I understand how to use, follow and create a simple diagram/map. <u>Autumn &amp; Spring - Dance</u> I am beginning to provide feedback using key words. I can copy, remember, repeat and create dance phrases. I can describe how my body feels during exercise. I can show a character and idea through the actions and dynamics I choose.</p>

I am beginning to use counts.

I can copy, remember and repeat actions.

I can move confidently and safely.

I can use different parts of the body in isolation and together.

I can work with others to share ideas and select actions.

I choose appropriate movements for different dance ideas.

I recognise changes in my body when I do exercise.

I say what I liked about someone else's performance.

I show some sense of dynamic and expressive qualities in my dances.

#### Autumn - Ball Skills

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 can recognise changes in my body when I do exercise.

I can roll and throw with some accuracy towards a target.

I can say when someone was successful.

I can track a ball that is coming towards me.

I can work co-operatively with a partner.

#### Spring - Gymnastics

I am confident to perform in front of others.

I can link simple actions together to create a sequence.

I can make my body tense, relaxed, stretched and curled.

I can recognise changes in my body when I do exercise.

I can remember and repeat actions and shapes.

I can say what I liked about someone else's performance.

I can use apparatus safely and wait for my turn.

#### Spring Yoga

I can recognise changes in my body when I do exercise.

I can remember and repeat actions, linking poses together.

I can say what I liked about someone else's flow.

I can show an awareness of space when travelling.

I can work with others to create poses.

#### Spring Net and Wall

I can hit a ball using a racket.

I can throw a ball to land over the net and into the court area.

I can track balls and other equipment sent to me.

I can use a ready position to move to the ball.

I know how to score points.

I recognise changes in my body when I do exercise.

I can use counts to stay in time with the music.

I can work with a partner using mirroring and unison in our actions.

I show confidence to perform.

#### Autumn - Ball Skills

I am beginning to provide feedback using key words.

I am beginning to understand and use simple tactics.

I can describe how my body feels during exercise.

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 send and receive a ball using both kicking and throwing and catching skills.

I can track a ball and collect it.

I can work co-operatively with a partner and a small group.

#### Spring - Gymnastics

I am beginning to provide feedback using key words.

I am proud of my work and confident to perform in front of others.

I can describe how my body feels during exercise.

I can perform the basic gymnastic actions with some control and balance.

I can plan and repeat simple sequences of actions.

I can use directions and levels to make my work look interesting.

I can use shapes when performing other skills.

I can work safely with others and apparatus.

#### Spring - Invasion

I am beginning to provide feedback using key words.

I can describe how my body feels during exercise.

I can dribble a ball with my hands and feet with increasing control.

I can find space away from others when playing games.

I can move with a ball towards my goal.

I can send and receive a ball with increasing consistency with hands and feet.

I can stay close to another player to try to stop them from getting the ball.

I understand the rules and can use them to keep a game going.

I understand what to do when I am an attacker and a defender.

#### Spring - Sending and Receiving

I am beginning to provide feedback using key words.

I am beginning to trap and cushion a ball that is coming towards me.

I can accurately kick a ball to a partner.

I can accurately throw a ball to a partner.

I can catch a ball passed to me, with and without a bounce.

I can describe how my body feels during exercise.

I can roll a ball to hit a target.

I show honesty and fair play when playing against an opponent.

#### Summer - Target Games

I can recognise changes in my body when I do exercise.

I can use an overarm throw aiming towards a target.

I can roll a ball towards a target.

I can use an underarm throw aiming towards a target.

I can work co-operatively with a partner.

I understand what good technique looks like.

#### Summer - Sending and Receiving

I am beginning to send and receive a ball with my feet.

I can catch a ball with some success.

I can recognise changes in my body when I do exercise.

I can roll a ball towards a target.

I can throw a ball to a partner.

I can track a ball that is coming towards me.

I can work co-operatively.

#### Summer - Athletics

I am able to throw towards a target.

I am beginning to link running and jumping movements.

I am beginning to show balance and co-ordination when changing direction.

I am developing over arm throwing.

I can recognise changes in my body when I do exercise.

I can run at different speeds.

I can work with others and make safe choices.

I try my best.

I understand the difference between a jump, a leap and a hop and can choose which allows me to jump the furthest.

#### Summer - Invasion

I can describe how my body feels during exercise.

I can dodge and find space away from the other team.

I can move with a ball towards goal.

I can sometimes dribble a ball with my hands and feet.

I can stay with another player to try and win the ball.

I know how to score points and can remember to score.

I know who is on my team and I can attempt to send the ball to them.

I can track a ball and stop it using my hands and feet.

I can work co-operatively with a partner and a small group.

I can work safely to send a ball towards a partner using a piece of equipment.

#### Summer - Fitness

I can describe how my body feels during exercise.

I can link different hoop skills to create a routine.

I can show hopping and jumping movements with some balance and control.

I persevere with new challenges.

I show determination to continue working over a longer period of time.

I understand that running at a slower speed will allow me to run for a longer period of time.

I work with others to turn a rope and encourage others to jump at the right time.

#### Summer - Striking and Fielding

I am beginning to provide feedback using key words.

I am developing underarm and overarm throwing skills.

I can describe how my body feels during exercise.

I can roll a ball to hit a target.

I can sometimes hit a ball using a racket.

I can track a ball and collect it.

I can use simple tactics.

I know how to score points and can remember the score.

I understand the rules of the game and can use these to play fairly in a small group.

#### Summer - Athletics

I can describe how my body feels during exercise.

I can identify good technique.

I can jump and land with control.

I can link running and jumping movements with some control and balance.

I can use an overarm throw to help me to throw for distance.

I can work with others, taking turns and sharing ideas.

I show balance and co-ordination when running at different speeds and in different directions.

I try my best.

#### Summer - Net and Wall

I can defend space on my court using the ready position.

I can describe how my body feels during exercise.

I can hit a ball over the net and into the court area.

I can throw accurately to a partner.

I can use simple tactics to make it difficult for an opponent.

I know how to score points and can remember the score.

I show good sportsmanship when playing against an opponent.

## PE Curriculum - Key Stage 2

### National Curriculum:

Pupils should be taught about:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

### Year 3 Coverage

Autumn Term -

Fitness

Fundamentals

Dance

Ball Skills

Spring Term -

Dance

Gymnastics

Handball

Netball

Summer Term -

Cricket

Hockey

Athletics

### Year 4 Coverage

Autumn Term -

Football

Dodgeball

Dance

Yoga

Spring Term -

Dance

Gymnastics

Tag Rugby

Basketball

Summer Term -

OAA

Tennis

Athletics

Rounders

Tennis	
<b>Year 3 End points</b>	<b>Year 4 End points</b>
<p><b>Skills</b></p> <p><b>Autumn - Fitness</b></p> <p>I can collect and record personal fitness data and I can recognise my strengths.</p> <p>I can complete exercises with control.</p> <p>I can persevere when I find a challenge is hard.</p> <p>I can provide feedback using key words.</p> <p>I can use key points to help me to improve my sprinting technique.</p> <p>I can work safely with others.</p> <p>I show balance when changing direction.</p> <p>I understand the benefits of exercise.</p> <p><b>Autumn - Fundamentals</b></p> <p>I am able to jump and turn a skipping rope.</p> <p>I can change direction quickly.</p> <p>I can identify when I was successful.</p> <p>I can link hopping and jumping actions.</p> <p>I demonstrate balance when performing other fundamental skills.</p> <p>I understand how the body moves differently at different speeds.</p> <p>I understand why it is important to warm up.</p> <p><b>Autumn &amp; Spring- Dance</b></p> <p>I am respectful of others when watching them perform.</p> <p>I can provide feedback using key words.</p> <p>I can repeat, remember and perform a dance phrase.</p> <p>I can use counts to keep in time with a partner and group.</p> <p>I can use dynamic and expressive qualities in relation to an idea.</p> <p>I can work with a partner and in a small group, sharing ideas.</p> <p>I create short dance phrases that communicate the idea.</p> <p>I understand the benefits of exercise.</p> <p><b>Autumn - Ball Skills</b></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 provide feedback using key words.</p>	<p><b>Skills</b></p> <p><b>Autumn - Football</b></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 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 explain what happens to my body when I exercise and how this helps to make me healthy.</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><b>Autumn - Dodgeball</b></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 catch with increasing consistency.</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 return to the ready position to defend myself.</p> <p>I can throw with some accuracy at a target.</p> <p>I share ideas and work with others to manage our game.</p> <p><b>Autumn &amp; Spring - Dance</b></p> <p>I can choose actions and dynamics to convey a character or idea.</p> <p>I can copy and remember set choreography.</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 appropriate language relating to the lesson.</p> <p>I can respond imaginatively to a range of stimuli relating to character and narrative.</p> <p>I can use changes in timing and spacing to develop a dance.</p> <p>I can use counts to keep in time with others and the music.</p> <p>I can use simple movement patterns to structure dance phrases on my own, with a partner and in a group.</p> <p>I show respect for others when working as a group and watching others perform.</p> <p><b>Autumn - Yoga</b></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>



I can share ideas and work with others to create a game.

I can show a variety of throwing techniques.

I can throw with accuracy and increasing consistency to a target.

I can track the path of a ball that is not sent directly to me.

#### Spring - Gymnastics

I can adapt sequences to suit different types of apparatus.

I can choose actions that flow well into one another.

I can choose and plan sequences of contrasting actions.

I can complete actions with increasing balance and control.

I can move in unison with a partner.

I can provide feedback using key words.

I understand the benefits of exercise.

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.

#### Spring - Handball

I am learning the rules of the game and am beginning to use them honestly.

I can defend an opponent to slow them down.

I can find space away from others and near to my goal.

I can provide feedback using key words.

I can throw, catch, dribble and shoot the ball with some control.

I understand my role both as a defender and as an attacker.

I work co-operatively with my group to self-manage games.

#### Spring - Netball

I am beginning to use simple tactics.

I am learning the rules of the game and I am beginning to use them to play honestly and fairly.

I can communicate with my team and move into space to support them.

I can defend an opponent and try to win the ball.

I can move with a ball towards goal with increasing control.

I can pass, receive and shoot the ball with some control.

I can provide feedback using key words.

I understand my role as an attacker and as a defender.

I understand the benefits of exercise.

I work cooperatively with my group to self-manage games.

#### Summer - Cricket

I am able to bowl a ball towards a target.

I am beginning to strike a bowled ball after a bounce.

I am developing an understanding of tactics and I am beginning to use them in game situations.

I am learning the rules of the game and I am beginning to use them honestly.

I can persevere when learning a new skill.

I can provide feedback using key terminology and understand what I need to do to improve.

I can transition from pose to pose in time with my breath.

I can work collaboratively and effectively with others.

I demonstrate yoga poses which show clear shapes.

I show increasing control and balance when moving from one pose to another.

#### Spring - Gymnastics

I can explain what happens to my body when I exercise and how this helps to make me healthy.

I can identify some muscle groups used in gymnastic activities.

I can plan and perform sequences with a partner that include a change of level and shape.

I can provide feedback using appropriate language relating to the lesson.

I can safely perform balances individually and with a partner.

I can watch, describe and suggest possible improvements to others' performances and my own.

I understand how body tension can improve the control and quality of my movements.

#### Spring - Tag Rugby

I am learning the rules of the game and I am beginning to use them to play honestly and fairly.

I can delay an opponent and help prevent the other team from scoring.

I can explain what happens to my body when I exercise and how this helps to make me healthy.

I can help my team keep possession and score tries when I play in attack.

I can pass and receive the ball with increasing control.

I can provide feedback using key terminology and understand what I need to do to improve.

I can use simple tactics to help my team score or gain possession.

I share ideas and work with others to manage our game.

#### Spring - Basketball

I can delay an opponent and help to prevent the other team from scoring.

I can dribble, pass, receive and shoot the ball with increasing control.

I can explain what happens to my body when I exercise and how this helps to make me healthy.

I can move to space to help my team to keep possession and score goals.

I can provide feedback using key terminology and understand what I need to do to improve.

I can use simple tactics to help my team score or gain possession.

I share ideas and work with others to manage our game.

I understand the rules of the game and I can use them often and honestly.

#### Summer - OAA

I can accurately follow and give instructions.

I can confidently communicate ideas and listen to others.

I can identify key symbols on a map and use a key to help navigate around a grid.

I can plan and apply strategies to solve problems.

I can reflect on when and why I was successful at solving challenges.

I can work collaboratively and effectively with a partner and a small group.

#### Summer - Tennis

I can provide feedback using key words.  
 I can use overarm and underarm throwing and catching skills.  
 I understand the aim of the game and this shows in my performance.  
 I understand the benefits of exercise.  
 I work cooperatively with my group to self-manage games.

Summer - Hockey

I am beginning to use simple tactics.  
 I am learning the rules of the game and I am beginning to use them to play fairly.  
 I can dribble, pass, receive and shoot the ball with some control.  
 I can find space away from others and near to my goal.  
 I can move with a ball towards goal with increasing control.  
 I can provide feedback using key words.  
 I can track an opponent to slow them down.  
 I understand my role as an attacker and as a defender.  
 I understand the benefits of exercise.  
 I work cooperatively with my group to self-manage games.

Summer - Athletics

I am developing jumping for distance and height.  
 I can identify when I was successful.  
 I can take part in a relay activity, remembering when to run and what to do.  
 I can throw a variety of objects, changing my action for accuracy and distance.  
 I can use different take off and landings when jumping.  
 I can use key points to help me to improve my sprinting technique.  
 I can work with a partner and in a small group, sharing ideas.  
 I show determination to achieve my personal best.  
 I understand the benefits of exercise.  
 I understand why it is important to warm up.

Summer - Tennis

I am learning the rules of the game and I am beginning to use them to play fairly.  
 I can provide feedback using key words.  
 I can return a ball to a partner.  
 I can use basic racket skills.  
 I understand the aim of the game.  
 I understand the benefits of exercise.  
 I work cooperatively with my group to self-manage games.

I am learning the rules of the game and I am beginning to use them to play honestly and fairly.  
 I can communicate with my teammates to apply simple tactics.  
 I can explain what happens to my body when I exercise and how this helps to make me healthy.  
 I can provide feedback using key terminology and understand what I need to do to improve.  
 I can return to the ready position to defend my own court.  
 I can sometimes play a continuous game.  
 I can use a range of basic racket skills.  
 I share ideas and work with others to manage our game.

Summer - Athletics

I can demonstrate the difference in sprinting and jogging techniques.  
 I can explain what happens in my body when I warm up.  
 I can identify when I was successful and what I need to do to improve.  
 I can jump for distance and height with balance and control.  
 I can throw with some accuracy and power to a target area.  
 I show determination to improve my personal best.  
 I support and encourage others to work to their best.

Summer - Rounders

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 can communicate with my teammates to apply simple tactics.  
 I can explain what happens to my body when I exercise and how this helps to make me healthy.  
 I can provide feedback using key terminology and understand what I need to do to improve.  
 I can strike a bowled ball with adapted equipment (e.g., a tennis racket).  
 I can use overarm and underarm throwing and catching skills with increasing accuracy.  
 I share ideas and work with others to manage our game.

Year 5 Coverage

Autumn Term -

Year 6 Coverage

Autumn Term -

<p>Fitness</p> <p>Yoga</p> <p>Dance</p> <p>Handball</p> <p><b>Spring Term -</b></p> <p>Dance</p> <p>Gymnastics</p> <p>Basketball</p> <p>Netball</p> <p>Hockey</p> <p><b>Summer Term -</b></p> <p>OAA</p> <p>Tennis</p> <p>Athletics</p> <p>Football</p>	<p>Dodgeball</p> <p>Football</p> <p>Dance</p> <p><b>Spring Term -</b></p> <p>Dance</p> <p>Gymnastics</p> <p>Badminton</p> <p>Tag Rugby</p> <p><b>Summer Term -</b></p> <p>Cricket</p> <p>Tennis</p> <p>Athletics</p> <p>Rounders</p>
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<b>Year 5 End points</b>	<b>Year 6 End points</b>
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<p><b>Skills</b></p> <p><b>Autumn - Fitness</b></p> <p>I can analyse my fitness data to identify areas of improvement.</p> <p>I can choose the best pace for a running event and maintain speed.</p> <p>I can encourage and motivate others to work to their personal best.</p> <p>I can identify how different activities can benefit my physical health.</p> <p>I can work with others to manage activities.</p> <p>I understand the different components of fitness and how to test them.</p> <p>I understand what my maximum effort looks and feels like, and I am determined to achieve it.</p> <p><b>Autumn - Yoga</b></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 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><b>Autumn &amp; Spring - Dance</b></p> <p>I can accurately copy and repeat set choreography.</p> <p>I can choreograph phrases individually and with others considering actions and dynamics.</p>	<p><b>Skills</b></p> <p><b>Autumn - Dodgeball</b></p> <p>I can officiate and help to manage a game by refereeing.</p> <p>I can select the appropriate action for the situation and make this decision quickly.</p> <p>I can use a wider range of skills with increasing control under pressure.</p> <p>I can use feedback provided to improve the quality of my work.</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 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 that there are different areas of fitness and how this helps me in different activities.</p> <p><b>Autumn - Football</b></p> <p>I can create and use space to help my team.</p> <p>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 use feedback provided to improve the quality of my work.</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> <p>I understand that there are different areas of fitness and how this helps me in different activities.</p>
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I can confidently perform different styles of dance, clearly and fluently, showing a good sense of timing.  
I can identify how different activities can benefit my physical health.  
I can lead a group through short warm-up routines.  
I can refine the way I use actions, dynamics, relationships and space in my dance in response to a stimulus.  
I can suggest ways to improve my own and other people's work using key terminology.  
I can use counts when choreographing to stay in time with others and the music.  
I can use feedback provided to improve my work.

#### Autumn - Handball

I can lead others and contribute my ideas to group work.  
I use feedback provided to improve my work.  
I can apply defensive skills individually and as a team to gain possession, deny space and stop goals.  
I can dribble, pass, receive and shoot the ball with some control under pressure.  
I communicate with my team and move into space to help to maintain possession.  
I understand the need for tactics and can identify when to use them in different situations.  
I understand the rules and can apply them honestly most of the time including when refereeing.

#### Spring - Gymnastics

I can create and perform sequences using apparatus, individually and with a partner.  
I can lead a partner through short warm-up routines.  
I can use canon and synchronisation and matching and mirroring when performing with a partner and a group and say how it affects the performance.  
I can use feedback provided to improve my work.  
I can use set criteria to make simple judgments about performances and suggest ways they could be improved.  
I can use strength and flexibility to improve the quality of a performance.  
I can work safely when learning a new skill to keep myself and others safe.

#### Spring - Netball

I can communicate with my team and move into space to keep possession and score.  
I can identify how different activities can benefit my physical health.  
I can identify when I was successful and what I need to do to improve.  
I can often make the correct decision of who to pass to and when.  
I can pass, receive and shoot the ball with some control under pressure.  
I can stay with an opponent and I confident to attempt to intercept.  
I can use feedback provided to improve my work.  
I know what position I am playing in and how to contribute when attacking and defending.  
I understand the need for tactics and can identify when to use them in different situations.  
I understand the rules of the game and I can apply them honestly most of the time.  
I understand there are different skills for different situations, and I am beginning to apply this.

#### Spring - Hockey

I can communicate with my team and move into space to keep possession and score.

#### Autumn & Spring - Dance

I can choreograph a dance and work safely using a prop.  
I can lead a small group through a short warm-up routine.  
I can perform dances confidently and fluently with accuracy and good timing.  
I can refine the way I use actions, dynamics and relationships to represent ideas, emotions, feelings and characters.  
I can use appropriate language to evaluate and refine my own and others' work.  
I can use feedback provided to improve the quality of my work.  
I can work creatively and imaginatively on my own, with a partner and in a group to choreograph and structure dances.

#### Spring - Gymnastics

I can combine and perform gymnastic actions, shapes and balances with control and fluency.  
I can create and perform sequences using compositional devices to improve the quality.  
I can lead a small group through a short warm-up routine.  
I can use appropriate language to evaluate and refine my own and others' work.  
I can use feedback provided to improve the quality of my work.  
I can work collaboratively with others to create a sequence.  
I understand how to work safely when learning a new skill.  
I understand that there are different areas of fitness and how this helps me in different activities.  
I understand what counter balance and counter tension is and can show examples with a partner.

#### Spring - Badminton

I can select the appropriate action for the situation and make this decision quickly.  
I can use a wider range of skills with increasing control under pressure.  
I can use feedback provided to improve the quality of my work.  
I can use the rules of the game consistently to play honestly and fairly.  
I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.  
I can work in collaboration with others so that games run smoothly.  
I recognise my own and others strengths and areas for development and can suggest ways to improve.  
I understand that there are different areas of fitness and how this helps me in different activities.

#### Spring - Tag Rugby

I can create and use space to help my team.  
I can pass and receive the ball with increasing control under pressure.  
I can select the appropriate action for the situation and make this decision quickly.  
I can tag opponents individually and when working within a unit.  
I can use feedback provided to improve the quality of my work.  
I can use the rules of the game consistently to play honestly and fairly.  
I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.  
I can work in collaboration with others so that games run smoothly.  
I recognise my own and others strengths and areas for development and can suggest ways to improve.  
I understand that there are different areas of fitness and how this helps me in different activities.

I can dribble, pass, receive and shoot the ball with some control under pressure.  
I can identify how different activities can benefit my physical health.  
I can identify when I was successful and what I need to do to improve.  
I can often make the correct decision of who to pass to and when.  
I can use feedback provided to improve my work.  
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 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 different situations and I am beginning to apply this.

#### Summer - OAA

I am inclusive of others and can share job roles.  
I can navigate around a course using a map.  
I can orientate a map confidently.  
I can reflect on when I was successful at solving challenges and alter my methods in order to improve.  
I can use critical thinking to approach a task.  
I can work effectively with a partner and a small group, sharing ideas and agreeing on a team strategy.

#### Summer - Tennis

I am developing a wider range of skills and I am beginning to use these under some pressure.  
I can identify how different activities can benefit my physical health.  
I can identify when I was successful and what I need to do to improve.  
I can use feedback provided to improve my work.  
I can work cooperatively with others to manage our game.  
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 apply them honestly most of the time.  
I understand there are different skills for different situations, and I am beginning to apply this.

#### Summer - Athletics

I can choose the best pace for a running event.  
I can identify good athletic performance and explain why it is good.  
I can perform a range of jumps showing some technique.  
I can show control at take-off and landing in jumping activities.  
I can take on the role of coach, official and timer when working in a group.  
I can understand how stamina and power help people to perform well in different athletic activities.  
I can use feedback to improve my sprinting technique.  
I persevere to achieve my personal best.  
I show accuracy and power when throwing for distance.

#### Summer - Football

I can communicate with my team and move into space to keep possession and score.  
I can dribble, pass, receive and shoot the ball with some control under pressure.

#### Summer - Tennis

I can select the appropriate action for the situation and make this decision quickly.  
I can use a wider range of skills with increasing control under pressure.  
I can use feedback provided to improve the quality of my work.  
I can use the rules of the game consistently to play honestly and fairly.  
I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.  
I can work in collaboration with others so that games run smoothly.  
I recognise my own and others strengths and areas for development and can suggest ways to improve.  
I understand that there are different areas of fitness and how this helps me in different activities.

#### Summer - Cricket

I can select the appropriate action for the situation.  
I can strike a bowled ball with increasing consistency and accuracy.  
I can use a wider range of fielding skills with increasing control under pressure.  
I can use feedback provided to improve the quality of my work.  
I can use the rules of the game consistently to play fairly.  
I can work collaboratively with others to score runs and to get batters out.  
I can work in collaboration with others so that games run smoothly.  
I recognise my own and others strengths and areas for development and can suggest ways to improve.  
I understand and can apply some tactics in the game as a batter, bowler and fielder.  
I understand that there are different areas of fitness and how this helps me in different activities.

#### Summer - Athletics

I can choose the best pace for a running event.  
I can identify good athletic performance and explain why it is good.  
I can perform a range of jumps showing some technique.  
I can show control at take-off and landing in jumping activities.  
I can take on the role of coach, official and timer when working in a group.  
I can understand how stamina and power help people to perform well in different athletic activities.  
I can use feedback to improve my sprinting technique.  
I persevere to achieve my personal best.  
I show accuracy and power when throwing for distance.

#### Summer - Rounders

I can strike a bowled ball with increasing consistency.  
I can use a wider range of skills with increasing control under pressure.  
I can use feedback provided to improve the quality of my work.  
I can use the rules of the game consistently to play fairly.  
I can work collaboratively with others to get batters out.  
I can work in collaboration with others so that games run smoothly.  
I recognise my own and others strengths and areas for development and can suggest ways to improve.  
I understand and can apply some tactics in the game as a batter, bowler and fielder.

I can identify how different activities can benefit my physical health.  
I can identify when I was successful and what I need to do to improve.  
I can often make the correct decision of who to pass to and when.  
I can use feedback provided to improve my work.  
I can use tracking and intercepting when playing in defence.  
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 honestly and fairly.  
I understand there are different skills for different situations, and I am beginning to apply this.

I understand that there are different areas of fitness and how this helps me in different activities.

### Swimming End Points

I can swim competently, confidently and proficiently over a distance of at least 25 metres  
I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]  
I can perform safe self-rescue in different water-based situations