Stow Heath Primary School

Physical Curriculum - EYFS

Stow Heath Primary School

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	Reception Coverage
In Nursery pupils will follow these themes. However, themes may change as a result of following the	Autumn Term - Unique Me
children's interests.	Spring Term - We can be Heroes
Autumn Term – Once Upon a Fairy Tale	Summer Term – The World Around Us
Spring Term - I wonder what grows?	GetSet4PE
Summer Term – Culture and Communities	Autum Term
GetSet4PE (Summer Term)	Introduction to PE: Unit I
Introduction to PE : Unit I	Fundamental Unit I
Fundamental: Unit I	Spring Term
	Dance: Unit I
	Gymnastics: Unit I
	Summer Term
	Ballo Skillo: Unit I
	Games: Unit I
Nursery End points (3-4-Year-Olds)	Reception End points (4–5-Year-Olds)
• I can use large and small motor skills to do things independently.	• I can further develop the skills they need to manage the school day successfully
• I can show an increasing desire to be independent,	• I can develop overall body-strength, balance, coordination and agility.
• I can feed and dress myself	• I can use my core muscle strength to achieve a good posture when sitting at a table or on the floor.
• I can develop manipulation and control.	• <u>Ongoing</u> - I can develop their small motor skills so that they can use a range of tools competently, safely
• I can explore different materials and tools.	and confidently.
• I can walk, jump, climb and use stairs independently.	Orgoing - <u>I</u> can revise and refine the fundamental skills they have already acquired.
• I can use a scooter and ride a tricycle.	• I can develop the foundations of a handwriting style which is fast, accurate and efficient.

• I can clap and stamp to music.	• I can further develop and refine a range of ball skills.
Continue to develop their movement, balancing, riding and ball skills.	• I car develop overall body-strength, balance, coordination and agility.
• Go up steps using alternate feet.	• I can combine different movements with ease and fluency.
• I can use large muscle movements to wave flags, streamers, paint and make marks. Choose the right	• I can progress towards a more fluent style of moving with developing control and grace.
resources to carry out their own plan.	• I can develop confidence, competence, precision and accuracy when engaging in activities that involve a
• I can be increasingly independent as they get dressed and undressed.	ball
• I can continue to develop their movement, balancing, riding, and ball skills.	• I can combine different movements with ease and fluency.
• I can skip, hop, stand on one leg and hold a pose in a game like musical statues.	• I can develop overall body strength, co-ordination, balance and agility needed to engage successfully in
• I can start taking part in some group activities which they make up for themselves or in teams.	PE sessions such as dance, gymnastics, sport and swimming.
• I can increasingly be able to use and remember sequences and patterns of music and rhythm.	 I can progress towards a more fluent style of moving with developing control and grace.
• I can collaborate with others to manage large items.	Introduction to PE: Unit I
• I can use a comfortable grip with good control when holding pens and pencils.	I can demonstrate balance
• I can show preference of dominant hand.	
Introduction to PE: Unit I	I can make independent choices
I am beginning to demonstrate balance	I can negotiate space safely with consideration for myself and others
I am beginning to negotiate space safely.	I follow instructions involving several ideas or actions
I am beginning to take turns with others	I play co-operatively and take turns with others
I car explore movement skills	I use movement skills with developing balance and co=ordination
I can make guided choices	Eundamentals: Unit I
I follow instructions with support	I am confident to try new challenge
Fundamentals Unit I	I can regotiate space safely with consideration for myself and others
I am beginning to regotiate space safely	I follow instructions involving several ideas or actions
I am beginning to take turns with others	I play co-operatively, take turns and encourage others
I am building my confidence to try new challenges	I play games honestly with consideration of the rules
I can explore movement skills, beginning to demonstrate balance and co-ordination when playing games	I use movement skills with developing balance and co-ordination when playing games
I follow instructions with support	Dance
I play games honestly guided by rules with support	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, Skiller
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

<u>PE Curriculum - Key Stage I</u>

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 | Coverage

Year 2 Coverage

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

I can copy, remember and repeat actions.II can move confidently and safely.II can use different parts of the body in isolation and together.I	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.
I can move confidently and safely. I can use different parts of the body in isolation and together.	
I can use different parts of the body in isolation and together.	I show confidence to perform.
	Autumn – Ball Skills
I can work with others to share ideas and select actions.	I am beginning to provide feedback using key words.
I choose appropriate movements for different dance ideas.	I am beginning to understand and use simple tactics.
I recognise changes in my body when I do exercise.	I can describe how my body feels during exercise.
I say what I liked about someone else's performance.	I can dribble a ball with my hands and feet with some control.
I show some sense of dynamic and expressive qualities in my dance.	I can roll and throw a ball to hit a target.
Autumn - Ball Skills	I can send and receive a ball using both kicking and throwing and catching skills.
I am beginning to catch with two hands.	I can track a ball and collect it.
I am beginning to dribble a ball with my hands and feet.	I can work co-operatively with a partner and a small group.
I am beginning to understand simple tactics.	Spring - Gymnastics
I can recognise changes in my body when I do exercise.	I am beginning to provide feedback using key words.
I car roll and throw with some accuracy towards a target.	I am proud of my work and confident to perform in front of others.
I car say when someone was successful.	I can describe how my body feels during exercise.
I car track a ball that is coming towards me.	I can perform the basic gymnastic actions with some control and balance.
I car work co-operatively with a partner.	I car plan and repeat simple sequences of actions.
Spring - Gymnastics	I can use directions and levels to make my work look interesting.
I am confident to perform in front of others.	I can use shapes when performing other skills.
I can link simple actions together to create a sequence.	I can work safely with others and apparatus.
I can make my body tense, relaxed, stretched and curled.	Spring - Invasion
I can recognise changes in my body when I do exercise.	I am beginning to provide feedback using key words.
I can remember and repeat actions and shapes.	I can describe how my body feels during exercise.
I car say what I liked about someone else's performance.	I can dribble a ball with my hands and feet with increasing control.
I car use apparatus safely and wait for my turn.	I car find space away from others when playing games.
Spring Yoga	I can move with a ball towards my goal.
I can recognise changes in my body when I do exercise.	I can send and receive a ball with increasing consistency with hands and feet.
I car remember and repeat actions, lirking poses together.	I can stay close to another player to try to stop them from getting the ball.
I car say what I liked about someone else's flow.	I understand the rules and can use them to keep a game going.
I can show an awareness of space when travelling.	I understand what to do when I am an attacker and a defender.
I can work with others to create poses.	Spring - Sending and Receiving
Spring. Net and Wall	I am beginning to provide feedback using key words.
I can hit a ball using a racket.	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 car describe how my body feels during exercise.
	I car roll a ball to hit a target.

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	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.
0 0	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 can throw a ball to a partner .	I am developing underarm and overarm throwing skills.
5	I can describe how my body feels during exercise.
I can work co-operatively	I can roll a ball to hit a target.
Summer - Athletics	I can sometimes hit a ball using a racket.
I am able to throw towards a target.	I can track a ball and collect it.
I am beginning to link running and jumping movements.	I can use simple tactics.
I am beginning to show balance and co-ordination when changing direction.	I know how to score points and can remember the score.
I an developing over arm throwing.	I understand the rules of the game and can use these to play fairly in a small group.
I can recognise changes in my body when I do exercise.	Summer - Athletics
I can run at different speeds.	I can describe how my body feels during exercise.
I can work with others and make safe choices.	I can identify good technique.
I try my best.	I can jump and land with control.
I understand the difference between a jump, a leap and a hop and can choose which allows me to jump the 🤅	I can link running and jumping movements with some control and balance.
furthest	I can use an overarm throw to help me to throw for distance.
Summer - Invasion 2	I can work with others, taking turns and sharing ideas.
I can describe how my body feels during exercise	I show balance and co-ordination when running at different speeds and in different directions.
I can dodge and find space away from the other team	I try my best.
I car move with a ball towards goal	Summer – Net and Wall
I can sometimes dribble a ball with my hands and feet	I can defend space on my court using the ready position
I can stay with another player to try and win the ball	I car describe how my body feels during exercise
I know how to score points and can remember to score	I can hit a ball over the ret and into the court area
I know who is on my team and I can attempt to send the ball to them .	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

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	Year 4 Coverage
Autumn Tern –	Autumn Term –
Fitness	Football
Fundamentals	Dodgeball
Dance	Dance
Ball Skills	Yoga
Spring Term -	Spring Term -
Dance	Dance
Gymnastics	Gymnastics
Handball	Tag Rugby
Netball	Basketball
Summer Term -	Summer Term -
Cricket	OAA
Hockey	Tennia
Athletics	Athletics
	Rounders

Tennis	
Year 3 End points	Year 4 End points
Skille	Skille
Autumn – Fitness	Autumr - Football
I can collect and record personal fitness data and I can recognise my strengths.	I am learning the rules of the game and I am beginning to use them to play honestly and fairly.
I can complete exercises with control.	I can delay an opponent and help to prevent the other team from scoring.
I can persevere when I find a challenge is hard.	I can dribble, pass, receive and shoot the ball with increasing control.
I can provide feedback using key words.	I can explain what happens to my body when I exercise and how this helps to make me healthy.
I can use key points to help me to improve my sprinting technique.	I can move to space to help my team to keep possession and score goals.
I can work safely with others.	I can provide feedback using key terminology and understand what I need to do to improve.
I show balance when changing direction.	I can use simple tactics to help my team score or gain possession.
I understand the benefits of exercise.	I share ideas and work with others to manage our game.
Autumn – Fundamentals	Autuma - Dodgeball
I am able to jump and turn a skipping rope.	I am learning the rules of the game and I am beginning to use them to play honestly and fairly.
I car change direction quickly.	I can catch with increasing consistency.
I car identify when I was successful.	I can communicate with my teammates to apply simple tactics.
I can link hopping and jumping actions.	${ m I}$ can explain what happens to my body when ${ m I}$ exercise and how this helps to make me healthy.
I demonstrate balance when performing other fundamental skills.	I can provide feedback using key terminology and understand what I need to do to improve.
I understand how the body moves differently at different speeds.	I can return to the ready position to defend myself.
I understand why it is important to warm up.	I can throw with some accuracy at a target.
Autumn & Spring-Dance	I share ideas and work with others to manage our game.
I am respectful of others when watching them perform.	Autumn & Spring - Dance
I can provide feedback using key words.	I can choose actions and dynamics to convey a character or idea.
I car repeat, remember and perform a dance phrase.	I can copy and remember set choreography.
I car use courts to keep in time with a partner and group.	I can explain what happens to my body when I exercise and how this helps to make me healthy.
I can use dynamic and and expressive qualities in relation to an idea.	I can provide feedback using appropriate language relating to the lesson.
I car work with a partner and in a small group, sharing ideas.	I can respond imaginatively to a range of stimuli relating to character and narrative.
I create short dance phrases that communicate the idea.	I can use changes in timing and spacing to develop a dance.
I understand the benefits of exercise.	I can use counts to keep in time with others and the music.
Autumr - Ball Skills	I can use simple movement patterns to structure dance phrases on my own, with a partner and in a group.
I can catch different sized objects with increasing consistency with two hands.	I show respect for others when working as a group and watching others perform.
I can dribble a ball with control.	Autumn - Yoga
I car persevere when learning a new skill.	I can describe how yoga makes me feel and can talk about the benefits of yoga.
I can provide feedback using key words.	I can link poses together to create a yoga flow.

I can share ideas and work with others to create a game.	I can provide feedback using key terminology and understand what I need to do to improve.
I can show a variety of throwing techniques.	I can transition from pose to pose in time with my breath.
I can throw with accuracy and increasing consistency to a target.	I can work collaboratively and effectively with others.
I can track the path of a ball that is not sent directly to me.	I demonstrate yoga poses which show clear shapes.
Spring - Gymnastics	I show increasing control and balance when moving from one pose to another.
I can adapt sequences to suit different types of apparatus.	Spring - Gymnastics
I can choose actions that flow well into one another.	I can explain what happens to my body when I exercise and how this helps to make me healthy.
I can choose and plan sequences of contrasting actions.	I can identify some muscle groups used in gymnastic activities.
I can complete actions with increasing balance and control.	I can plan and perform sequences with a partner that include a change of level and shape.
I can move in unison with a partner.	I can provide feedback using appropriate language relating to the lesson.
I can provide feedback using key words.	I can safely perform balances individually and with a partner.
I understand the benefits of exercise.	I can watch, describe and suggest possible improvements to others' performances and my own.
I use a greater number of my own ideas for movements in response to a task.	I understand how body tension can improve the control and quality of my movements.
With help, I can recognise how performances could be improved.	Spring - Tag Rugby
Spring - Handball	I am learning the rules of the game and I am beginning to use them to play honestly and fairly.
I am learning the rules of the game and am beginning to use them honestly.	I can delay an opponent and help prevent the other team from scoring.
I car defend an opponent to slow them down.	I can explain what happens to my body when I exercise and how this helps to make me healthy.
I can find space away from others and near to my goal.	I can help my team keep possession and score tries when I play in attack.
I can provide feedback using key words.	I can pass and receive the ball with increasing control.
I can throw, catch, dribble and shoot the ball with some control.	I can provide feedback using key terminology and understand what I need to do to improve.
I understand my role both as a defender and as an attacker.	I can use simple tactics to help my team score or gain possession.
I work co-operatively with my group to self-manage games.	I share ideas and work with others to manage our game.
Spring - Netball	Spring - Basketball
I am beginning to use simple tactics.	I can delay an opponent and help to prevent the other team from scoring.
I am learning the rules of the game and I am beginning to use them to play honestly and fairly.	I can dribble, pass, receive and shoot the ball with increasing control.
I can communicate with my team and move into space to support them.	I can explain what happens to my body when I exercise and how this helps to make me healthy.
I can defend an opponent and try to win the ball.	I can move to space to help my team to keep possession and score goals.
I can move with a ball towards goal with increasing control.	I can provide feedback using key terminology and understand what I need to do to improve.
I can pass, receive and shoot the ball with some control.	I can use simple tactics to help my team score or gain possession.
I car provide feedback using key words.	I share ideas and work with others to manage our game.
I understand my role as an attacker and as a defender.	I understand the rules of the game and I can use them often and honestly.
I understand the benefits of exercise.	Summer - OAA
I work cooperatively with my group to self-manage games.	I can accurately follow and give instructions.
Summer - Cricket	I can confidently communicate ideas and listen to others.
I am able to bowl a ball towards a target.	I can identify key symbols on a map and use a key to help navigate around a grid.
I am beginning to strike a bowled ball after a bounce.	I can plan and apply strategies to solve problems.
I am developing an understanding of tactics and I am beginning to use them in game situations.	I can reflect on when and why I was successful at solving challenges.
I am learning the rules of the game and I am beginning to use them honestly.	I can work collaboratively and effectively with a partner and a small group.
	Summer - Tennie

I can provide feedback using key words.	I am learning the rules of the game and I am beginning to use them to play honestly and fairly.
I can use overarm and underarm throwing and catching skills.	I can communicate with my teammates to apply simple tactics.
I understand the aim of the game and this shows in my performance.	I can explain what happens to my body when I exercise and how this helps to make me healthy.
I understand the benefits of exercise.	I can provide feedback using key terminology and understand what I need to do to improve.
I work cooperatively with my group to self-manage games.	I can return to the ready position to defend my own court.
Summer - Hockey	I car sometimes play a continuous game.
I am beginning to use simple tactics.	I can use a range of basic racket skills.
I am learning the rules of the game and I am beginning to use them to play fairly.	I share ideas and work with others to manage our game.
I can dribble, pass, receive and shoot the ball with some control.	Summer - Athletics
I can find space away from others and near to my goal.	I can demonstrate the difference in sprinting and jogging techniques.
I can move with a ball towards goal with increasing control.	I can explain what happens in my body when I warm up.
I can provide feedback using key words.	I can identify when I was successful and what I need to do to improve.
I can track an opponent to slow them down.	I can jump for distance and height with balance and control.
I understand my role as an attacker and as a defender.	I can throw with some accuracy and power to a target area.
I understand the benefits of exercise.	I show determination to improve my personal best.
I work cooperatively with my group to self-manage games.	I support and encourage others to work to their best.
Summer - Athletics	Summer - Rounders
I am developing jumping for distance and height.	I am able to bowl a ball with some accuracy, and consistency.
I can identify when I was successful.	I am learning the rules of the game and I am beginning to use them to play honestly and fairly.
I can take part in a relay activity, remembering when to run and what to do.	I can communicate with my teammates to apply simple tactics.
I can throw a variety of objects, changing my action for accuracy and distance.	I can explain what happens to my body when I exercise and how this helps to make me healthy.
I can use different take off and landings when jumping.	I can provide feedback using key terminology and understand what I need to do to improve.
I can use key points to help me to improve my sprinting technique.	I can strike a bowled ball with adapted equipment (e.g., a tennis racket).
I can work with a partner and in a small group, sharing ideas.	I can use overarm and underarm throwing and catching skills with increasing accuracy.
I show determination to achieve my personal best.	I share ideas and work with others to manage our game.
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.	

Year 5 Coverage	Year 6 Coverage
Autumn Term -	Autumr Term –

Fitness	Dodgeball
Yoga	Football
Dance	Dance
Handball	Spring Term -
Spring Term -	Dance
Dance	Gymnastics
Gymnastics	Badminton
Basketball	Tag Rugby
Netball	Summer Term -
Hockey,	Cricket
Summer Term -	Tennis
OAA	Athletics
Tennis	Rounders
Athletics	
Football	
Year 5 End points	Year 6 End points
Skille	Skille
Autumn - Fitness	Autumn - Dodgeball
I car analyse my fitness data to identify areas of inprovement.	I car officiate and help to manage a game by refereeing.
I can choose the best pace for a running event and maintain speed.	I can select the appropriate action for the situation and make this decision quickly.
I can encourage and motivate others to work to their personal best.	I can use a wider range of skills with increasing control under pressure.
I can identify how different activities can benefit my physical health.	I can use feedback provided to improve the quality of my work.
I can work with others to manage activities.	I can use the rules of the game consistently to play honestly and fairly.
I can work with others to manage activities. I understand the different components of fitness and how to test them.	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 with others to manage activities. I understand the different components of fitness and how to test them. I understand what my maximum effort looks and feels like, and I am determined to achieve it.	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 can work with others to manage activities. I understand the different components of fitness and how to test them. I understand what my maximum effort looks and feels like, and I am determined to achieve it. Autumn - Yoga	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 can work with others to manage activities. I understand the different components of fitness and how to test them. I understand what my maximum effort looks and feels like, and I am determined to achieve it. Autumn - Yoga I am confident to lead others through poses and flows.	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 work with others to manage activities. I understand the different components of fitness and how to test them. I understand what my maximum effort looks and feels like, and I am determined to achieve it. Autumn - Yoga I am confident to lead others through poses and flows. I can create a yoga flow working safely with a partner.	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. Autumn -Football
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I can communicate with my team and move into space to keep possession and score. I understand that there are different areas of fitness and how this helps me in different activities.	I can communicate with my team and move into space to keep possession and score.	I understand that there are different areas of fitness and how this helps me in different activities.

	mer - Tennis
	n select the appropriate action for the situation and make this decision quickly.
	n use a wider range of skills with increasing control under pressure.
· · ·	n use feedback provided to improve the quality of my work.
	r use the rules of the game consistently to play honestly and fairly.
	n work collaboratively to create tactics with my team and evaluate the effectiveness of these.
	n work in collaboration with others so that games run smoothly.
	cognise my own and others strengths and areas for development and can suggest ways to improve.
	derstand that there are different areas of fitness and how this helps me in different activities.
	mer – Cricket
Summer - OAA I can	n select the appropriate action for the situation.
I am inclusive of others and can share job roles. I can	n strike a bowled ball with increasing consistency and accuracy.
I can ravigate around a course using a map. I can	n use a wider range of fielding skills with increasing control under pressure.
I can orientate a map confidently. I can	n use feedback provided to improve the quality of my work.
I can reflect on when I was successful at solving challenges and alter my methods in order to improve. I can	n use the rules of the game consistently to play fairly.
I can use critical thinking to approach a task. I can	n work collaboratively with others to score runs and to get batters out.
I can work effectively with a partner and a small group, sharing ideas and agreeing on a team strategy. I can	n work in collaboration with others so that games run smoothly.
Summer - Tennies I reco	cognise my own and others strengthe and areas for development and can suggest ways to improve.
I am developing a wider range of skills and I am beginning to use these under some pressure. I und	derstand 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 und	derstand that there are different areas of fitness and how this helps me in different activities.
I can identify when I was successful and what I need to do to improve.	mer - Athletics
I can use feedback provided to improve my work. I can	n choose the best pace for a running event.
I can work cooperatively with others to manage our game. I can	n identify good athletic performance and explain why it is good.
I understand the need for tactics and can identify when to use them in different situations. I can	n perform a range of jumps showing some technique.
I understand the rules of the game and I can apply them honestly most of the time. I can	n show control at take-off and landing in jumping activities.
I understand there are different skills for different situations, and I am beginning to apply this. I can	n take on the role of coach, official and timer when working in a group.
Summer - Athletics I can	n understand how stamina and power help people to perform well in different athletic activities.
I can choose the best pace for a running event. I can	n use feedback to improve my sprinting technique.
I can identify good athletic performance and explain why it is good. I per-	rsevere to achieve my personal best.
I can perform a range of jumps showing some technique. I sho	ow accuracy and power when throwing for distance.
I can show control at take-off and landing in jumping activities.	mer - Rounders
I can take on the role of coach, official and timer when working in a group. I can	n strike a bowled ball with increasing consistency.
I can understand how stamina and power help people to perform well in different athletic activities. I can	n use a wider range of skills with increasing control under pressure.
I can use feedback to improve my sprinting technique. I can	n use feedback provided to improve the quality of my work.
I persevere to achieve my personal best. I can	r use the rules of the game consistently to play fairly.
I show accuracy and power when throwing for distance. I can	n work collaboratively with others to get batters out.
Summer - Football	r work in collaboration with others so that games run smoothly.
I can communicate with my team and move into space to keep possession and score. I rece	rognize my own and others strengthe and areas for development and can suggest ways to improve.
	derstand 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 understand that there are different areas of fitness and how this helps me in different activities.
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.	
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	