

ASSESSING

Nursery

Check Points Aut 1	Check Points Aut 2	Check Points Spr 1	Check Points Spr 2	Check Points Sum 1	Check Points Sum 2
Continuous Provision Begin to demonstrate balance. Begin to explore some movement skills.	Introduction to PE Unit 1 I can explore movement skills. I can make guided choices. I follow instructions with support. I am beginning to negotiate space safely. I am beginning to demonstrate balance. I am beginning to ta	Fundamentals Unit 1 I am beginning to negotiate space safely. I play games honestly, guided by rules with support. I am building my confidence to try new challenges. I follow instructions with support. I can explore movement skills, beginning to demonstrate balance and coordination when playing games.	Dance Unit 1 I am beginning to negotiate space safely. I am building my confidence to try new challenges and perform in front of others. I can explore movement skills. I follow instructions with support. I am beginning to use and remember sequences and patterns of movements which are related to music and rhythm. I show respect towards others.	Ball Skills Unit 1 I am beginning to negotiate space safely. I am beginning to explore a range of ball skills. I am beginning to take turns with others. I can make guided choices. I persevere with support when trying new challenges. I play ball games guided by the rules with support.	Games Unit 1 I am beginning to negotiate space safely. I follow instructions with support. I am beginning to take turns with others. I am beginning to explore a range of ball skills. I can explore movement skills. I play games honestly guided by the rules with support. I am beginning to understand how I feel in different situations.
END POINTS					

Knowledge	Skills
By the end of Nursery pupils should know: Ball Skills Sending: know to look at the target when sending a ball. Catching: know to have hands out ready to catch. Tracking: know to watch the ball as it comes towards me and scoop it with two hands. Dribbling: know that keeping the ball close will help with control. Fundamentals Running: know that I use big steps to run and small steps to stop. Know that moving into space away from others helps to keep me safe. Balancing: know that I can hold my arms out to help me to balance. Jumping: know that bending my knees will help me to land safely	By the end of Nursery pupils should be able to: Ball Skills Sending: explore sending an object with hands and feet. Catching: explore catching to self and with a partner. Tracking: explore stopping a ball with hands and feet. Dribbling: explore dropping and catching with two hands and moving a ball with feet. Fundamentals Running: explore running and stopping. Explore changing direction safely. Balancing: explore balancing whilst stationary and on the move. Jumping: begin to explore take off and landing safely. Hopping: explore hopping on both feet. Skipping: explore skipping as a travelling action.

<p>Hopping: understand that i use one foot to hop Skipping: know that if I hop then step that will help me to skip.</p> <p>Dance Actions: understand that I can move my body in different ways to create interesting actions. Dynamics: understand that I can change my action to show an idea. Space: know that if I move into space it will help to keep me and others safe. Performance: know that when watching others I sit quietly and clap at the end. Strategy: know that if I use lots of space, it helps to make my dance look interesting.</p> <p>Games Sending & receiving: know to look at the target when sending a ball and watch the ball to receive it. Dribbling: know that keeping the ball close will help with control. Space: know that being in a space gives me room to play. Attacking & defending: know that there are different roles in games. Tactics: make simple decisions in response to a task. Rules: know that rules help us to stay safe.</p>	<p>Dance Actions: explore how my body moves. Copy basic body actions and rhythms. Dynamics: explore actions in response to music and an idea. Space: begin to explore pathways and the space around me and in relation to others. Performance: perform short phrases of movement in front of others.</p> <p>Games Sending & receiving: explore s&r with hands and feet using a variety of equipment. Dribbling: explore dropping and catching with two hands and moving a ball with their feet. Space: recognise their own space. Attacking & defending: explore changing direction and tagging games.</p>
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Reception

Check Points Aut 1	Check Points Aut 2	Check Points Spr 1	Check Points Spr 2	Check Points Sum 1	Check Points Sum 2
<p>Introduction to PE Unit 2 I use movement skills with developing balance and co-ordination. I can make independent choices. I follow instructions involving several ideas or actions. I can negotiate space safely with consideration for myself and others. I play co-operatively and take turns with others. I understand the rules and can explain why it is important to follow them.</p>	<p>Dance Unit 2 I can negotiate space safely with consideration for myself and others. I am confident to try new challenges and perform in front of others. I use movement skills with developing strength, balance and co -ordination showing increasing control and grace. I follow instructions involving several ideas or actions. I can combine movements, selecting actions in response to the task. I show respect towards others when providing feedback.</p>	<p>Gymnastics I can negotiate space safely with consideration for myself and others. I can confidently and safely use a range of large and small apparatus. I can combine movements, selecting actions in response to the task and apparatus. I use movement skills with developing strength, balance and co -ordination showing increasing control and grace. I follow instructions involving several ideas or actions. I work co -operatively with others and take turns. I am confident to try new challenges.</p>	<p>Fundamentals Unit 2 I can negotiate space safely with consideration for myself and others. I am confident to try new challenges, deciding on the skills I will use to complete the task. I use movement skills with developing balance and coordination. I follow instructions involving several ideas or actions. I play cooperatively, taking turns and congratulate others. I play games honestly with consideration of the rules. I show an understanding of my feelings and can regulate my behaviour.</p>	<p>Ball Skills Unit 2 I play co-operatively and take turns with others. I use ball skills with developing competence and accuracy. I persevere when trying new challenges. I follow instructions involving several ideas or actions. I can negotiate space safely with consideration for myself and others. I play ball games with consideration of the rules.</p>	<p>Games Unit 2 I use movement skills with developing balance and co -ordination. I use ball skills with developing competence and accuracy. I can negotiate space safely with consideration for myself and others. I play co -operatively, take turns and encourage others. I follow instructions involving several ideas or actions. I play games honestly with consideration of the rules. I show an understanding of my feelings and can regulate my behaviour.</p>
END POINTS					
Knowledge			Skills		

By the end of Reception pupils should know:

Ball Skills

Sending: know to look at the target when sending a ball.

Catching: know to have hands out ready to catch.

Tracking: know to watch the ball as it comes towards me and scoop it with two hands.

Dribbling: know that keeping the ball close will help with control.

Fundamentals

Running:

know that I use big steps to run and small steps to stop. Know that moving into space away from others helps to keep me safe.

Balancing: know that I can hold my arms out to help me to balance.

Jumping: know that bending my knees will help me to land safely

Hopping: understand that I use one foot to hop

Skipping: know that if I hop then step that will help me to skip.

Dance

Actions: understand that I can move my body in different ways to create interesting actions.

Dynamics: understand that I can change my action to show an idea.

Space: know that if I move into space it will help to keep me and others safe. Performance: know that when watching others I sit quietly and clap at the end. Strategy: know that if I use lots of space, it helps to make my dance look interesting.

Games

Sending & receiving: know to look at the target when sending a ball and watch the ball to receive it.

Dribbling: know that keeping the ball close will help with control.

Space: know that being in a space gives me room to play.

Attacking & defending: know that there are different roles in games.

Tactics: make simple decisions in response to a task.

Rules: know that rules help us to stay safe.

Gymnastics

Shapes: understand that I can make different shapes with my body.

Balances: know that I should be still when holding a balance.

Rolls: know that I can change my body shape to help me to roll

Jumps: know that bending my knees will help me to land safely

Strategy: know that if I hold a shape and count to five people will see it clearly.

By the end of Reception pupils should be able to:

Ball Skills

Sending: explore sending an object with hands and feet.

Catching: explore catching to self and with a partner.

Tracking: explore stopping a ball with hands and feet.

Dribbling: explore dropping and catching with two hands and moving a ball with feet.

Fundamentals

Running: explore running and stopping. Explore changing direction safely.

Balancing: explore balancing whilst stationary and on the move.

Jumping: begin to explore take off and landing safely.

Hopping: explore hopping on both feet.

Skipping: explore skipping as a travelling action.

Dance

Actions: explore how my body moves. Copy basic body actions and rhythms.

Dynamics: explore actions in response to music and an idea.

Space: begin to explore pathways and the space around me and in relation to others. Performance: perform short phrases of movement in front of others.

Games

Sending & receiving:

explore s&r with hands and feet using a variety of equipment.

Dribbling: explore dropping and catching with two hands and moving a ball with their feet.

Space: recognise their own space.

Attacking & defending: explore changing direction and tagging games.

Gymnastics

Shapes: show contrast with my body including wide/narrow, straight/curved.

Balances: explore shapes in stillness using different parts of my body.

Rolls: explore rocking and rolling

Jumps: explore jumping safely.

YEAR 1

Check Points Aut 1	Check Points Aut 2	Check Points Spr 1	Check Points Spr 2	Check Points Sum 1	Check Points Sum 2
Fundamentals Change direction when moving at speed.	Target Games Recognise changes in my body when I do exercise.	Fitness I can recognise changes in my body when I exercise. I can share	Team Building I can communicate simple instructions. I can follow	Invasion I am beginning to dribble a ball with my hands and feet. I am	Net & Wall I can hit a ball using a racket. I can throw a ball to land over the net

<p>Recognise changes in my body when I do exercise. Run at different speeds. Show hopping and jumping movements. Show balance and co-ordination when static and moving at a slow speed, Dance Beginning to use counts. Copy, remember and repeat actions. Move confidently and safely. Use different parts of the body in isolation and together. Choose appropriate movements for different dance ideas. Say what I liked about someone else's performance. Show some sense of dynamic and expressive qualities in my dance.</p>	<p>Use an overarm throw aiming towards a target. Roll a ball towards a target. Use an underarm throw aiming towards a target. Work co-operatively with a partner. Understand what good technique looks like. Gymnastics Confident to perform in front of others. Link simple actions together to create a sequence. Make my body tense, relaxed, stretched and curled. Recognise changes in my body when I do exercise. Remember and repeat actions and shapes. Say what I liked about someone else's performance. Use apparatus safely and wait for my turn.</p>	<p>my ideas with others in the class. I can talk about what exercise does to my body. I recognise how exercise makes me feel. I try my best in the challenges I am set. I understand why it is important to warm up. Dance 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 say what I liked about someone else's performance. I show some sense of dynamic and expressive qualities in my dance.</p>	<p>instructions. I can follow path and lead others. I can listen to others ideas. I can suggest ideas to solve tasks. I can work with a partner and small group. I understand the rules of the game. Gymnastics Confident to perform in front of others. Link simple actions together to create a sequence. Make my body tense, relaxed, stretched and curled. Recognise changes in my body when I do exercise. Remember and repeat actions and shapes. Say what I liked about someone else's performance. Use apparatus safely and wait for my turn.</p>	<p>beginning to dribble a ball with my hands and feet. I can recognise space when playing games. I can send and receive a ball with hands and feet. I can use simple rules to play fairly. I move to stay with another player when defending. I recognise changes in my body when I do exercise. I understand when I am a defender and when I am an attacker. Striking & Fielding I can catch a beanbag and a medium -sized ball. I can roll a ball towards a target. I can hit a ball using my hand. I can track a ball that is coming towards me. I know how to score points. I understand the rules and I am beginning to use these to play honestly and fairly. I understand when I am successful.</p>	<p>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 show honesty and fair play when playing against an opponent. Athletics I am able to throw towards a target. I am beginning to show balance and co -ordination when changing direction. I am developing overarm 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.</p>
END POINTS					

Knowledge	Skills
<p>By the end of Year 1 pupils should know: Athletics Running: understand that if I swing my arms it will help me to run faster. Jumping: know that landing on the balls of my feet helps me to land with control. Understand that if I bend my knees it will help me to jump further. Throwing: know that stepping forward with my opposite foot to hand will help me to throw further Rules: know that rules help us to play fairly.. Dance Actions: understand that actions can be sequenced to create a dance. Dynamics: understand that I can create fast and slow actions to show an idea. Space: understand that there are different directions and pathways within space. Relationships: understand that when dancing with a partner it is important to be aware of each other and keep in time. Performance: know that standing still at the start and at the end of the dance lets the audience know when I have started and when I have finished. Strategy: know that if I use exaggerated actions it helps the audience to see them clearly. Fitness Agility: understand that bending my knees will help me to change direction. Balance: know that looking ahead will help me to balance. Co-ordination: know that using the opposite arm to leg at the same time helps me to perform skills such as running and throwing. Speed: understand that if I swing my arms it will help me to run faster. Strength: understand that exercise helps me to become stronger.</p>	<p>By the end of Year 1 pupils should be able to: Athletics Running: explore running at different speeds. Jumping: develop balance whilst jumping and landing. Explore hopping, jumping and leaping for distance. Throwing: explore throwing for distance and accuracy Dance Actions: copy, remember and repeat actions to represent a theme. Create my own actions in relation to a theme. Dynamics: explore varying speeds to represent an idea. Space: explore pathways within my performance. Relationships: begin to explore actions and pathways with a partner. Performance: perform on my own and with others to an audience Fitness Agility: change direction whilst running. Balance: explore balancing in more challenging activities with some success. Co-ordination: explore co-ordination when using equipment. Speed: explore running at different speeds. Strength: explore exercises using my own body weight. Stamina: explore moving for longer periods of time and identify how it makes me feel. Fundamentals Running: explore changing direction and dodging. Discover how the body moves at different speeds. Balancing: move with some control and balance. Explore stability and landing safely.</p>

Stamina: understand that when I move for a long time it can make me feel hot and I breathe faster.

Fundamentals

Running: understand that bending my knees will help me to change direction. Understand that if I swing my arms it will help me to run faster.

Balancing: know that looking ahead will help me to balance. Know that landing on my feet helps me to balance.

Jumping: know that landing on the balls of my feet helps me to land with control.

Hopping: know that I should hop with a soft bent knee.

Skipping: know that I should use the opposite arm to leg when I skip. Know that jumping on the balls of my feet helps me to keep a consistent rhythm.

Gymnastics

Shapes: understand that I can improve my shapes by extending parts of my body.

Balances: know that balances should be held for 5 seconds.

Rolls: know that I can use different shapes to roll.

Jumps: know that landing on the balls of my feet helps me to land with control

Strategy: know that if I use a starting and finishing position, people will know when my sequence has begun and when it has ended.

Invasion

Sending & receiving: know to look at my partner before sending the ball.

Dribbling: know that moving with a ball is called dribbling.

Space: understand that being in a good space helps us to pass the ball.

Attacking: know that being able to move away from a partner helps my team to pass me the ball.

Defending: know that staying with a partner makes it more difficult for them to receive the ball.

Tactics: know that tactics can help us when playing games. Rules: know that rules help us to play fairly.

Net and Wall

Hitting: know to use the centre of the racket for control.

Feeding: know to use an underarm throw to feed to a partner.

Rallying: know that throwing/hitting to my partner with not too much power will help them to return the ball.

Footwork: know that using a ready position will help me to move in any direction.

Tactics: know that tactics can help us to be successful when playing games.

Rules: know that rules help us to play fairly.

Team Building

Problem solving: know that working collaboratively with others will help to solve challenges.

Navigational skills: know that deciding which way to go before starting will help me.

Communication: know that using short instructions will help my partner e.g. start/stop.

Reflection: identify when I am successful and make basic observations about how to improve.

Rules: know that rules help us to play fairly.

striking and Fielding

Striking: understand that the harder I strike, the further the ball will travel.

Fielding: know that throwing the ball back is quicker than running with it.

Throwing: know which type of throw to use to throw over longer distances.

Catching: know to watch the ball as it comes towards me.

Tactics: know that tactics can help us when playing games.

Rules: know that rules help us to play fairly.

Target Games

Throwing: know which type of throw to use for distance and accuracy. Know that my body

Jumping: demonstrate control in take off and landing when jumping.

Hopping: begin to explore hopping in different directions.

Skipping: show co-ordination when turning a rope. Use rhythm to jump continuously in a French rope.

Gymnastics

Shapes: explore basic shapes straight, tuck, straddle, pike.

Balances: perform balances making my body tense, stretched and curled.

Rolls: explore barrel, straight and forward roll progressions.

Jumps: explore shape jumps including jumping off low apparatus.

Invasion

Sending & receiving: explore s&r with hands and feet to a partner.

Dribbling: explore dribbling with hands and feet.

Space: recognise good space when playing games.

Attacking: explore changing direction to move away from a partner.

Defending: explore tracking and moving to stay with a partner.

Net and Wall

Hitting: explore hitting a dropped ball with a racket.

Feeding: throw a ball over a net to land into the court area.

Rallying: explore sending a ball with hands and a racket.

Footwork: use the ready position to move towards a ball.

Team Building

Problem solving: suggest ideas in response to a task.

Navigational skills: follow a path and lead others.

Communication: communicate simple instructions and listen to others.

Striking and Fielding

Striking: explore striking a ball with their hand and equipment.

Fielding: develop tracking and retrieving a ball.

Throwing: explore technique when throwing over and underarm.

Catching: develop co-ordination and technique when catching.

Target Games

Throwing overarm: explore technique when throwing overarm towards a target.

Throwing underarm: explore technique when throwing underarm towards a target.

position will affect the accuracy of my throw.
Tactics: know that tactics can help us when playing games.
Rules: know that rules help us to play fairly.
Throwing: know to point my hand at my target when throwing

YEAR 2

Check Points Aut 1	Check Points Aut 2	Check Points Spr 1	Check Points Spr 2	Check Points Sum 1	Check Points Sum 2
Invasion Games Describe how my body feels during exercise. Dodge and find space away from the other team. Move with a ball towards goal. Sometimes dribble a ball with my hands and feet. Stay with another player to try and win the ball. Know how to score points and can remember the score. Know who is on my team and I can attempt to send the ball to them. Dance Beginning to provide feedback using key words. Copy, remember, repeat and create dance phrases. Describe how my body feels during exercise. Show a character and idea through the actions and dynamics I choose. Use counts to stay in time with the music. Work with a partner using mirroring and unison in our actions. Show confidence to perform.	Target Games Able to select the appropriate skill for the situation. Throw, roll or strike a ball to a target with some success. Work co-operatively with a partner and a small group. Understand the principles of a target game and can use different scoring systems when playing games. Understand what good technique looks like and can use key words in the feedback I provide. Gymnastics Beginning to provide feedback using key words. Proud of my work and confident to perform in front of others. Perform the basic gymnastic actions with some control and balance. Plan and repeat simple sequences of actions. Use directions and levels to make my work look interesting. Use shapes when performing other skills. Work safely with others and apparatus.	Dance 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. 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. Fitness I can describe how my body feels during exercise. I can show hopping and jumping movements with some balance and control. I persevere with new challenges. I show determination to continue working over longer periods 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.	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 show honesty and fair play when playing against an opponent. Gymnastics Beginning to provide feedback using key words. Proud of my work and confident to perform in front of others. Perform the basic gymnastic actions with some control and balance. Plan and repeat simple sequences of actions. Use directions and levels to make my work look interesting. Use shapes when performing other skills. Work safely with others and apparatus.	Yoga I am beginning to provide feedback using key words. I can copy, repeat and remember yoga flows. I can describe how my body feels during exercise. I can move from one pose to another thinking about my breath. I can use clear shapes when performing yoga poses. I can work with others to create simple flows showing some control. Fundamentals 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 cooperatively with a partner and small group. I show balance and coordination when running at different speeds.	Striking and Fielding I am beginning to provide feedback using key words. I am developing underarm and overarm throwing skills. I can hit a ball using equipment with some consistency. I 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. Athletics. I can describe how my body feels during exercise. I can identify good technique. I can jump and land with control. 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. I try my best.
END POINTS					

Knowledge	Skills
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By the end of Year 2 pupils should know:

Athletics

Running: know that running on the balls of my feet, taking big steps and having elbows bent will help me to run faster.

Jumping: know that swinging my arms forwards will help me to jump further.

Throwing: know that I can throw in a straight line by pointing my throwing hand at my target as I let go of the object.

Rules: know how to follow simple rules when working with others.

Dance

Actions: know that sequencing actions in a particular order will help me to tell the story of my dance.

Dynamics: understand that I can change the way I perform actions to show an idea.

Space: know that I can use different directions, pathways and levels in my dance.

Relationships: know that using counts of 8 will help me to stay in time with my partner and the music.

Performance: know that using facial expressions helps to show the mood of my dance.

Strategy: know that if I practice my dance my performance will improve.

Fitness

Agility: know using small quick steps helps me to change direction.

Balance: understand that I can squeeze my muscles to help me to balance.

Co-ordination: understand that some skills require me to move body parts at different times such as skipping.

Speed: know that I take shorter steps to jog and bigger steps to run.

Strength: know that strength helps us with everyday tasks such as carrying our school bag.

Stamina: know that I need to run slower if running for a long period of time.

Fundamentals

Running: know that putting weight into the front of my feet helps me to stop in a balanced position. Know that running on the balls of my feet, taking big steps and having elbows bent will help me to run faster.

Balancing: understand that squeezing my muscles helps me to balance. Jumping: know that swinging my arms forwards will help me to jump further.

Hopping: know that if I look straight ahead it will stop me falling over when I land.

Skipping: know that I should swing opposite arm to leg to help me balance when skipping without a rope.

Gymnastics

Shapes: know that some shapes link well together.

Balances: understand that squeezing my muscles helps me to balance.

Rolls: understand that there are different teaching points for different rolls.

Jumps: understand that looking forward will help me to land with control.

Strategy: know that if I use shapes that link well together it will help my sequence to flow.

Invasion

Sending & receiving: know to control the ball before sending it.

Dribbling: know that keeping my head up will help me to know where defenders are.

Space: know that moving into space away from defenders helps me to pass and receive a ball.

Attacking: know that when my team is in possession of the ball, I am an attacker and we can score.

Defending: know that when my team is not in possession of the ball, I am a defender and we need to try to get the ball. Know that standing between the ball and the attacker will help me to stop them from getting the ball.

Tactics: understand and apply simple tactics for attack and defence.

By the end of Year 2 pupils should be able to:

Athletics

Running: develop the sprinting action.

Jumping: develop jumping, hopping and skipping actions. Explore safely jumping for distance and height.

Throwing: develop overarm throwing for distance

Dance

Actions: accurately remember, repeat and link actions to express an idea.

Dynamics: develop an understanding of dynamics.

Space: develop the use of pathways and travelling actions to include levels.

Relationships: explore working with a partner using unison, matching and mirroring.

Performance: develop the use of facial expressions in my performance.

Fitness

Agility: demonstrate improved technique when changing direction on the move.

Balance: demonstrate increased balance whilst travelling along and over equipment.

Co-ordination: perform actions with increased control when co-ordinating my body with and without equipment.

Speed: demonstrate running at different speeds.

Strength: demonstrate increased control in body weight exercises.

Stamina: show an ability to work for longer periods of time.

Fundamentals

Running: demonstrate balance when changing direction. Clearly show different speeds when running.

Balancing: demonstrate balance when performing movements.

Jumping: demonstrate jumping for distance, height and in different directions.

Hopping: demonstrate hopping for distance, height and in different directions.

Skipping: explore single and double bounce when jumping in a rope.

Gymnastics

Shapes: explore using shapes in different gymnastic balances.

Balances: remember, repeat and link combinations of gymnastic balances.

Rolls: explore barrel, straight and forward roll and put into sequence work.

Jumps: explore shape jumps and take off combinations.

Invasion

Sending & receiving: developing s&r with increased control.

Dribbling: explore dribbling with hands and feet with increasing control on the move.

Space: explore moving into space away from others.

Attacking: developing moving into space away from defenders.

Defending: explore staying close to other players to try and stop them getting the ball.

Net and Wall

Hitting: develop hitting a dropped ball over a net.

Feeding: accurately underarm throw over a net to a partner.

Rallying: explore underarm rallying with a partner catching after one bounce.

Footwork: consistently use the ready position to move towards a ball

Striking and Fielding

Striking: develop striking a ball with their hand and equipment with some consistency.

Fielding: develop tracking a ball and decision making with the ball.

Throwing: develop co-ordination and technique when throwing over and underarm.

Catching: catch with two hands with some co-ordination and technique.

Target Games

Throwing overarm: develop co-ordination and technique when throwing overarm towards a target.

Throwing underarm: develop co-ordination and technique when throwing underarm towards a

<p>Rules: know how to score points and follow simple rules.</p> <p>Net and Wall</p> <p>Hitting: know to watch the ball as it comes towards me to help me to prepare to hit it.</p> <p>Feeding: know to place enough power on a ball to let it bounce once but not too much so that my partner can't return it.</p> <p>Rallying: know that sending the ball towards my partner will help me to keep a rally going.</p> <p>Footwork: know that using a ready position helps me to react quickly and return/catch a ball.</p> <p>Tactics: understand that applying simple tactics makes it difficult for my opponent.</p> <p>Rules: know how to score points and follow simple rules.</p> <p>Striking and Fielding</p> <p>Striking: understand the role of a batter. Know that striking quickly will increase the power.</p> <p>Fielding: understand that there are different roles within a fielding team. Know to move towards the ball to collect it to limit a batter's points.</p> <p>Throwing: know that stepping with opposite foot to throwing arm will help me to balance.</p> <p>Catching: know to use wide fingers and pull the ball in to my chest to help me to securely catch.</p> <p>Tactics: understand and apply simple tactics for attack (batting) and defence (fielding).</p> <p>Rules: know how to score points and follow simple rules.</p> <p>Target Games</p> <p>Throwing: know that stepping with opposite foot to throwing arm will help you to balance. Know that moving my arm quicker will give me more power.</p> <p>Striking: know to finish with my object/hand pointing at my target.</p> <p>Tactics: understand and apply simple tactics.</p> <p>Rules: know how to score points and follow simple rules.</p> <p>Yoga</p> <p>Balance: understand that I can squeeze my muscles to help me to balance.</p> <p>Flexibility: know that flexibility helps us to stretch our muscles and increase the movement in our joints.</p> <p>Strength: know that strength helps us with everyday tasks such as carrying our school bag.</p> <p>Strategy: understand that I can use yoga to make me feel calm.</p>	<p>target.</p> <p>Striking: develop striking a ball with equipment with some consistency.</p> <p>Yoga</p> <p>Balance: remember, copy, and repeat sequences of linked poses.</p> <p>Flexibility: show increased awareness of extension in poses.</p> <p>Strength: demonstrate increased control in performing poses.</p> <p>Strategy: explore controlling my focus and sense of calm.</p>
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YEAR 3

Check Points Aut 1	Check Points Aut 2	Check Points Spr 1	Check Points Spr 2	Check Points Sum 1	Check Points Sum 2
<p>Hockey</p> <p>Beginning to use simple tactics. Learning the rules of the game and am beginning to use them honestly.</p> <p>Dribble, pass, receive and shoot the ball with some control.</p> <p>Find space away from others and near to my goal.</p> <p>Provide feedback using key words.</p> <p>Track an opponent to slow them down.</p> <p>Understand my role as an attacker and as a defender.</p> <p>Work co-operatively with my</p>	<p>Fitness</p> <p>Collect and record my scores, recognising my strengths.</p> <p>Complete exercises with control. Persevere when I find a challenge hard.</p> <p>Provide feedback using key words.</p> <p>Use key points to help me to improve my sprinting technique.</p> <p>Work safely with others.</p> <p>Show balance when changing direction.</p> <p>Understand that there are different areas of fitness.</p> <p>Dance</p>	<p>Handball</p> <p>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.</p> <p>Gymnastics</p>	<p>Basketball</p> <p>I am beginning to use simple tactics. I am learning the rules of the game and am beginning to use them honestly. 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 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 work co - operatively with my group to self - manage games.</p>	<p>Tennis</p> <p>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.</p> <p>OAA</p> <p>I am developing map reading skills.</p> <p>I can follow and give instructions.</p>	<p>Athletics</p> <p>I can use key points to help me to improve my sprinting technique. I can take part in a relay activity, remembering when to run and what to do. I am developing jumping for distance and height. I can use different take off and landings when jumping. I can throw a variety of objects, changing my action for accuracy and distance. I can work with a partner and in a small group, sharing ideas. I can identify when I was successful. I understand why it</p>

<p>group to self-manage games.</p> <p>Gymnastics</p> <p>Adapt sequences to suit different types of apparatus.</p> <p>Choose actions that flow well into one another.</p> <p>Complete actions with increasing balance and control.</p> <p>Use matching and contrasting actions in a partner sequence.</p> <p>Provide feedback using keywords.</p> <p>Use a greater number of my own ideas for movements in response to a task.</p> <p>Begin to recognise how performances could be improved.</p>	<p>Respectful of others when watching them perform.</p> <p>Provide feedback using key words.</p> <p>Repeat, remember and perform a dance phrase.</p> <p>Use counts to keep in time with a partner and group.</p> <p>Use dynamic and expressive qualities in relation to an idea.</p> <p>Work with a partner and in a small group, sharing ideas.</p> <p>Create short dance phrases that communicate the idea.</p>	<p>Adapt sequences to suit different types of apparatus.</p> <p>Choose actions that flow well into one another.</p> <p>Complete actions with increasing balance and control.</p> <p>Use matching and contrasting actions in a partner sequence.</p> <p>Provide feedback using keywords.</p> <p>Use a greater number of my own ideas for movements in response to a task.</p> <p>Begin to recognise how performances could be improved.</p>	<p>Dance</p> <p>Respectful of others when watching them perform.</p> <p>Provide feedback using key words.</p> <p>Repeat, remember and perform a dance phrase.</p> <p>Use counts to keep in time with a partner and group.</p> <p>Use dynamic and expressive qualities in relation to an idea.</p> <p>Work with a partner and in a small group, sharing ideas.</p> <p>Create short dance phrases that communicate the idea.</p>	<p>I can listen to and am accepting of others ideas.</p> <p>I can plan and attempt to apply strategies to solve problems.</p> <p>I can reflect on when and why I was successful at solving challenges and am beginning to understand why. I can work collaboratively with a partner and a small group.</p>	<p>is important to warm up.</p> <p>Rounders</p> <p>I am able to bowl a ball towards a target. I am beginning to strike a bowled ball. I am developing an understanding of tactics and I am beginning to use them in game situations. I am learning the rules of the game and I am beginning to use them. I can provide feedback using key words. I can use overarm and underarm throwing and catching skills. I work co-operatively with my group to self-manage games.</p>
END POINTS					

Knowledge	Skills
<p>By the end of Year 3 pupils should know:</p> <p>Athletics</p> <p>Running: understand that leaning slightly forwards helps to increase speed. Leaning my body in the opposite direction to travel helps to slow down.</p> <p>Jumping: know that if I jump and land quickly it will help me to jump further.</p> <p>Throwing: understand that the speed of the movement helps to create power.</p> <p>Rules: know the rules of the event and begin to apply them.</p> <p>Dance</p> <p>Actions: understand that sharing ideas with others enables my group to work collaboratively and try ideas before deciding on the best actions for our dance.</p> <p>Dynamics: understand that all actions can be performed differently to help to show effect.</p> <p>Space: understand that I can use space to help my dance to flow.</p> <p>Relationships: understand that 'formation' means the same in dance as in other activities such as football, rugby and gymnastics.</p> <p>Performance: understand that I can use timing techniques such as canon and unison to create effect.</p> <p>Strategy: know that if I show sensitivity to the music, my performance will look more complete</p> <p>Fitness</p> <p>Agility: understand how agility helps us with everyday tasks.</p> <p>Balance: understand how balance helps us with everyday tasks.</p> <p>Co-ordination: understand how co-ordination helps us with everyday tasks.</p> <p>Speed: understand that leaning slightly forwards helps to increase speed. Leaning my body in the opposite direction to travel helps to slow down.</p> <p>Strength: know that when completing strength activities they need to be performed slowly and with control to help me to stay safe.</p> <p>Stamina: understand how stamina helps us in other life activities.</p> <p>Gymnastics</p> <p>Shapes: understand how to use body tension to make my shapes look better.</p>	<p>By the end of Year 3 pupils should be able to:</p> <p>Athletics</p> <p>Running: develop the sprinting technique and apply it to relay events.</p> <p>Jumping: develop technique when jumping for distance in a range of approaches and take off positions.</p> <p>Throwing: explore the technique for a pull throw.</p> <p>Dance</p> <p>Actions: create actions in response to a stimulus individually and in groups.</p> <p>Dynamics: use dynamics effectively to express an idea.</p> <p>Space: use direction to transition between formations.</p> <p>Relationships: develop an understanding of formations.</p> <p>Performance: perform short, self-choreographed phrases showing an awareness of timing.</p> <p>Fitness</p> <p>Agility: show balance when changing direction.</p> <p>Balance: explore more complex activities which challenge balance.</p> <p>Co-ordination: co-ordinate my body with increased consistency in a variety of activities.</p> <p>Speed: explore sprinting technique. Strength: explore building strength in different muscle groups.</p> <p>Stamina: explore using my breath to increase my ability to work for longer periods of time</p> <p>Gymnastics</p> <p>Shapes: explore matching and contrasting shapes.</p> <p>Balances: explore point and patch balances and transition smoothly into and out of them.</p> <p>Rolls: develop the straight, barrel, and forward roll.</p> <p>Jumps: develop stepping into shape jumps with control.</p> <p>Invasion Games</p> <p>Sending & receiving: explore s&r abiding by the rules of the game.</p> <p>Dribbling: explore dribbling the ball abiding by the rules of the game under some pressure.</p> <p>Space: develop using space as a team.</p> <p>Attacking: develop movement skills to lose a defender.</p> <p>Explore shooting actions in a range of invasion games.</p>

Balances: understand that I can make my balances look interesting by using different levels.
Rolls: understand the safety considerations when performing more difficult rolls.
Jumps: understand that I can change the take off and shape of my jumps to make them look interesting.

Strategy: know that if I use different levels it will help to make my sequence look interesting

Invasion Games

Sending & receiving: know that pointing my hand/foot/stick to my target on release will help me to send a ball accurately.

Dribbling: know that dribbling is an attacking skill which helps us to move towards a goal or away from defenders.

Space: know that by spreading out as a team we move the defenders away from each other.

Attacking and defending: know my role as an attacker and defender.

Tactics: know that using simple tactics will help my team to achieve an outcome e.g. we will each mark a player to help us to gain possession.

Rules: know the rules of the game and begin to apply them.

Net and Wall Games

Shots: know that pointing the racket face/my hand where I want the ball to go and turning my body will help me to hit accurately.

Rallying: know that hitting towards my partner will help them to return the ball easier and keep the rally going.

Footwork: know that moving to the middle of my court will enable me to cover the most space.

Tactics: know that using simple tactics will help to achieve an outcome e.g. if we spread out, we can cover more space.

Rules: know the rules of the game and begin to apply them.

OAA

Problem solving: know that trying ideas before deciding on a solution will help us to come up with the best idea.

Navigational skills: know to hold the map so that the items on the map match up to the items that have been placed out.

Communication: know to take turns when giving ideas and not to interrupt each other.

Reflection: reflect on when and why I am successful at solving challenges.

Rules: know that using the rules honestly will help to keep myself and others safe

Striking and Fielding

Striking: know that striking to space away from fielders will help me to score.

Fielding: know to look at where a batter is before deciding what to do. Know to communicate with teammates before throwing them a ball.

Throwing: know that overarm throwing is used for long distances and underarm throwing for shorter distances.

Catching: know to move my feet to the ball.

Tactics: know that using simple tactics will help my team to achieve an outcome e.g. we will spread out to deny space.

Rules: know the rules of the game and begin to apply them.

Defending: develop tracking opponents to limit their scoring opportunities.

Net and Wall Games

Shots: explore returning a ball using shots such as the forehand and backhand.

Rallying: explore rallying using a forehand.

Footwork: consistently use and return to the ready position in between shots.

OAA

Problem solving: discuss how to follow trails and solve problems. Work with others to select appropriate equipment for the task.

Navigational skills: identify where I am on a simple map. Use and begin to create simple maps and diagrams and follow a trail.

Communication: follow and give instructions and accept other peoples' ideas.

Striking and Fielding

Striking: begin to strike a bowled ball after a bounce with different equipment.

Fielding: explore bowling to a target and fielding skills to include a two-handed pick up.

Throwing: use overarm and underarm throwing in game situations.

Catching: catch with some consistency in game situations.

YEAR 4

Check Points Aut 1	Check Points Aut 2	Check Points Spr 1	Check Points Spr 2	Check Points Sum 1	Check Points Sum 2
Netball	Gymnastics	Dance	Cricket	Athletics	Tennis

<p>Use simple tactics to help my team score or gain possession. Understand the rules of the game and I can use them often and honestly. Defend one on one and know when to win the ball. Can explain what happens to my body when I exercise and how this helps to make me healthy. Move to space to help my team to keep possession and score goals. Pass, receive and shoot the ball with increasing control. Provide feedback using key terminology and understand what I need to do to improve. Share ideas and work with others to manage our game.</p>	<p>Explain what happens to my body when I exercise and how this helps to make me healthy. Plan and perform sequences with a partner that include a change of level and shape. Provide feedback using appropriate language relating to the lesson. Safely perform balances individually and with a partner. Watch, describe and suggest possible improvements to others' performances and my own. Understand how body tension can improve the control and quality of my movements.</p>	<p>I can choose actions and dynamics to convey a character or idea. I can copy and remember set choreography. I can provide feedback using appropriate language relating to the lesson. I can respond imaginatively to a range of stimuli relating to character and narrative. I can use changes in timing and spacing to develop a dance. I can use counts to keep in time with others and the music. I can use simple movement patterns to structure dance phrases on my own, with a partner and in a group. I show respect for others when working as a group and watching others perform.</p>	<p>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 persevere when learning a new skill. I can provide feedback using key terminology and understand what I need to do to improve. I can strike a bowled ball after a bounce. I can use overarm and underarm throwing, and catching skills with increasing accuracy. I share ideas and work with others to manage our game.</p>	<p>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 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.</p>	<p>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.</p>
<p style="text-align: center;">END POINTS Swimming</p> <p style="text-align: center;">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</p>					

Knowledge	Skills
<p>By the end of Year 4 pupils should know:</p> <p>Athletics Running: understand that I need to pace myself when running further or for a long period of time. Understand that a high knee drive, pumping my arms and running on the balls of my feet gives me power. Jumping: understand that transferring weight will help me to jump further. Throwing: understand that transferring weight will help me to throw further Rules: know and understand the rules to be able to manage our own events</p> <p>Dance Actions: understand that some actions are better suited to a certain character, mood or idea than others. Dynamics: understand that some dynamics are better suited to a certain character, mood or idea than others. Space: understand that space can be used to express a certain character, mood or idea. Relationships: understand that some relationships are better suited to a certain character, mood or idea than others. Performance: know that being aware of other performers in my group will help us to move in time. Strategy: know that I can select from a range of dance techniques to translate my idea.</p> <p>Gymnastics Shapes: understand how shapes can be used to improve my sequence. Inverted movements: know that inverted movements are actions in which my hips go above my head. Balances: know how to keep myself and others safe when performing partner balances.</p>	<p>By the end of Year 4 pupils should be able to:</p> <p>Athletics Running: develop an understanding of speed and pace in relation to distance. Develop power and speed in the sprinting technique. Jumping: develop technique when jumping for distance. Throwing: explore power and technique when throwing for distance in a pull and heave throw</p> <p>Dance Actions: respond imaginatively to a range of stimuli related to character and narrative. Dynamics: change dynamics confidently within a performance to express changes in character. Space: confidently use changes in level, direction and pathway. Relationships: use action and reaction to represent an idea. Performance: perform complex dances that communicate narrative and character well, performing clearly and fluently.</p> <p>Gymnastics Shapes: develop the range of shapes I use in my sequences. Inverted movements: develop strength in bridge and shoulder stand. Balances: develop control and fluency in individual and partner balances. Rolls: develop the straight, barrel, forward and straddle roll and perform them with increased control.</p> <p>Invasion Games Sending & receiving: develop passing techniques appropriate to the game with increasing success. Catch a ball using one and two hands and receive a ball with feet/object with increasing success. Dribbling: link dribbling the ball with other actions and change direction whilst dribbling with</p>

<p>Rolls: understand that I can keep the shape of my roll using body tension.</p> <p>Jumps: know that I can control my landing by landing toes first, looking forwards and bending my knees.</p> <p>Strategy: know that if I use different directions it will help to make my sequence look interesting</p> <p>Invasion Games</p> <p>Sending & receiving: know that cushioning a ball will help me to control it when receiving it.</p> <p>Dribbling: know that protecting the ball as I dribble will help me to maintain possession.</p> <p>Space: know that moving into space will help my team keep possession and score goals.</p> <p>Attacking: recognise when to pass and when to shoot.</p> <p>Defending: know when to mark and when to attempt to win the ball.</p> <p>Tactics: know that applying attacking tactics will help to maintain possession and score goals.</p> <p>Know that applying defending tactics will help to deny space, gain possession and stop goals.</p> <p>Rules: know and understand the rules to be able to manage our own game.</p> <p>Net and Wall</p> <p>Shots: understand when to play a forehand and a backhand and why</p> <p>. Rallying: know that moving my feet to the ball will help me to hit in a more balanced position therefore increasing the accuracy of my shot.</p> <p>Footwork: know that getting my feet in the right position will help me to balance before playing a shot.</p> <p>Tactics: know that applying attacking tactics will help me to score points and create space. Know that applying defending tactics will help me to deny space, return a ball and limit points.</p> <p>Rules: know and understand the rules to be able to manage our own game.</p> <p>Striking and Fielding</p> <p>Striking: know that using the centre of the bat will provide the most control and accuracy.</p> <p>Fielding: know that it easier to field a ball that is coming towards me rather than away so set up accordingly.</p> <p>Throwing: understand that being balanced before throwing will help to improve the accuracy of the throw.</p> <p>Catching: know to track the ball as it is thrown to help to improve the consistency of catching.</p> <p>Tactics: know that applying attacking tactics will help to score points and avoid getting out.</p> <p>Know that applying defending tactics will help to deny space, get opponents out and limit points.</p> <p>Rules: know and understand the rules to be able to manage our own game.</p>	<p>some control. Space: develop moving into space to help my team.</p> <p>Attacking: change direction to lose an opponent with some success.</p> <p>Defending: develop defending one on one and begin to intercept.</p> <p>Net and Wall</p> <p>Shots: demonstrate technique when using shots playing co-operatively and beginning to execute this competitively.</p> <p>Rallying: develop rallying using both forehand and backhand with increased technique.</p> <p>Footwork: begin to use appropriate footwork patterns to move around the court.</p> <p>Striking and Fielding</p> <p>Striking: develop batting technique with a range of equipment.</p> <p>Fielding: develop bowling with some consistency, abiding by the rules of the game.</p> <p>Throwing: use overarm and underarm throwing with increased consistency in game situations.</p> <p>Catching: begin to catch with one and two hands with some consistency in game situations.</p>
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YEAR 5

Check Points Aut 1	Check Points Aut 2	Check Points Spr 1	Check Points Spr 2	Check Points Sum 1	Check Points Sum 2
<p>Hockey</p> <p>Communicate with my team and move into space to keep possession and score.</p> <p>Dribble, pass, receive and shoot the ball with some control under pressure.</p> <p>Identify when I was successful and what I need to do to</p>	<p>Basketball</p> <p>Communicate with my team and move into space to keep possession and score.</p> <p>Dribble, pass, receive and shoot the ball with some control under pressure.</p> <p>Identify when I was successful and what I need to do to</p>	<p>Fitness</p> <p>I can analyse my fitness scores to identify areas for improvement.</p> <p>I can choose the best place for a running event and maintain speed.</p> <p>I can encourage and motivate others to work to their</p>	<p>Handball</p> <p>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,</p>	<p>Tennis</p> <p>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</p>	<p>Athletics</p> <p>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</p>

<p>improve. Use tracking, tackling and intercepting when playing in defence. Know what position I am playing in and how to contribute when attacking and defending. Understand the need for tactics and can identify when to use them in different situations. Understand the rules of the game and I can use them most of the time to play fairly and honestly. Understand there are different skills for different situations and I am beginning to apply this.</p> <p>Gymnastics Create and perform sequences using apparatus, individually and with a partner. Lead a partner through short warm-up routines. Use canon and synchronisation, and matching and mirroring when performing with a partner and a group and say how it affects the performance. Use feedback provided to improve my work. Use set criteria to make simple judgments about performances and suggest ways they could be improved. Can use strength and flexibility to improve the quality of a performance. Work safely when learning a new skill to keep myself and others safe.</p>	<p>improve. Use tracking and intercepting when playing in defence. Understand the need for tactics and can identify when to use them in different situations. Understand the rules of the game and I can apply them honestly most of the time. Understand there are different skills for different situations and I am beginning to apply this.</p> <p>Dance Accurately copy and repeat set choreography. Choreograph phrases individually and with others considering actions and dynamics. Confidently perform different styles of dance, clearly and fluently, showing I can lead a group through short warm-up routines. Refine the way I use actions, dynamics, relationships and space in my dance in response to a stimulus. Suggest ways to improve my own and other people's work using key terminology. Use counts when choreographing to stay in time with others and the music. Use feedback provided to improve my work.</p>	<p>personal best. I can identify how different activities can benefit my physical health. 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 how to achieve it.</p> <p>Gymnastics Create and perform sequences using apparatus, individually and with a partner. Lead a partner through short warm-up routines. Use canon and synchronisation, and matching and mirroring when performing with a partner and a group and say how it affects the performance. Use feedback provided to improve my work. Use set criteria to make simple judgments about performances and suggest ways they could be improved. Can use strength and flexibility to improve the quality of a performance. Work safely when learning a new skill to keep myself and others safe.</p>	<p>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.</p> <p>Dance Accurately copy and repeat set choreography. Choreograph phrases individually and with others considering actions and dynamics. Confidently perform different styles of dance, clearly and fluently, showing I can lead a group through short warm-up routines. Refine the way I use actions, dynamics, relationships and space in my dance in response to a stimulus. Suggest ways to improve my own and other people's work using key terminology. Use counts when choreographing to stay in time with others and the music. Use feedback provided to improve my work.</p>	<p>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.</p> <p>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.</p>	<p>activities. I can take on the role of coach, official and timer when working in a group. 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.</p> <p>Rounders I am beginning to strike a ball with a rounders bat. I am developing a wider range of fielding skills and I am beginning to use these under some pressure. I can identify when I was successful and what I need to do to improve. I can work co-operatively 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 use this.</p>
END POINTS					

Knowledge	Skills
<p>By the end of Year 5 pupils should know:</p> <p>Athletics Running: understand that taking big consistent strides will help to create a rhythm that allows me to run faster. Understand that keeping a steady breath will help me when running longer distances. Jumping: know that if I drive my knees high and fast I can build power and therefore distance in my jumps. Throwing: know how to transfer my weight in different throws to increase the distance. Rules: understand and apply rules in a variety of events using official equipment.</p> <p>Dance Actions: understand that different dance styles utilise selected actions to develop sequences in a specific style. Dynamics: understand that different dance styles utilise selected dynamics to express mood. Space: understand that space relates to where my body moves both on the floor and in the air. Relationships: understand that different dance styles utilise selected relationships to express mood. Performance: understand what makes a performance effective and know how to apply these principles to my own and others' work. Strategy: know that if I use dance principles it will help me to express an atmosphere or mood.</p> <p>Fitness Agility: understand that to change direction I push off my outside foot and turn my hips. Balance: understand that dynamic balances are harder than static balances as my centre of gravity changes. Co-ordination: understand that people will have varying levels of co-ordination and that I can get better with practice. Speed: understand that taking big consistent strides will help to create a rhythm that allows me to run faster. Strength: know the muscles I am using by name. Stamina: understand that keeping a steady breath will help me to move for longer periods of time.</p> <p>Gymnastics Shapes: understand that shapes underpin all other skills. Inverted movements: understand that sometimes I need to move slowly to gain control and other times I need to move quickly to build momentum. Balances: understand how to use contrasting balances to make my sequences look interesting. Rolls: understand that I need to work within my own capabilities and this may be different to others. Jumps: understand that I can use jumps to link actions and changing the shape of these will make my sequence look interesting. Strategy: know that if I use different pathways it will help to make my sequence look interesting.</p> <p>Invasion Games Sending & receiving: know that not having a defender between myself and a ball carrier enables me to s&r with better control. Dribbling: know that dribbling in different directions will help to lose a defender.</p>	<p>By the end of Year 5 pupils should be able to:</p> <p>Athletics Running: apply fluency and co-ordination when running for speed in relay changeovers. Effectively apply speeds appropriate for the event. Jumping: explore technique and rhythm in the triple jump. Throwing: Develop technique and power in javelin and shot put.</p> <p>Dance Actions: choreograph dances by using, adapting and developing actions and steps from different dance styles. Dynamics: confidently use dynamics to express different dance styles. Space: confidently use direction and patterning to express different dance styles. Relationships: confidently use formations, canon and unison to express a dance idea. Performance: perform dances expressively, using a range of performance skills, showing accuracy and fluency.</p> <p>Fitness Agility: demonstrate improved body posture and speed when changing direction. Balance: change my body position to maintain a controlled centre of gravity. Co-ordination: demonstrate increased speed when co-ordinating my body. Speed: apply the best pace for a set distance or time. Strength: demonstrate increased technique in body weight exercises. Stamina: use a steady pace to be able to move for sustained periods of time.</p> <p>Gymnastics Shapes: perform shapes consistently and fluently linked with other gymnastic actions. Inverted movements: explore progressions of a cartwheel. Balances: explore symmetrical and asymmetrical balances. Rolls: develop control in the straight, barrel, forward, straddle and backward roll. Jumps: select a range of jumps to include in sequence work.</p> <p>Invasion Games Sending & receiving: develop control when s&r under pressure. Dribbling: dribble with some control under pressure. Space: explore moving to create space for themselves and others in their team. Attacking: use a variety of techniques to lose an opponent e.g. change of direction or speed. Defending: develop tracking and marking with increased success. Explore intercepting a ball using one and two hands.</p> <p>Net and Wall Shots: develop the range of shots used in a variety of games. Serving: develop the range of serving techniques appropriate to the game. Rallying: use a variety of shots to keep a continuous rally. Footwork: demonstrate effective footwork patterns to move around the court.</p> <p>OAA Problem solving: explore tactical planning within a team to overcome increasingly challenging tasks. Navigational skills: develop navigational skills and map reading in increasingly challenging tasks. Communication: explore a variety of communication methods with increasing success.</p> <p>Striking and Fielding Striking: explore defensive and driving hitting techniques and directional batting. Fielding: develop over and underarm bowling technique. Develop long and short barrier and two handed pick up.</p>

<p>Space: know that by moving to space even if not receiving the ball will create space for a teammate.</p> <p>Tactics: understand the need for tactics and identify when to use them in different situations.</p> <p>Rules: understand and apply rules in a variety of invasion games whilst playing and officiating.</p> <p>Net and Wall</p> <p>Shots: know which skill to choose for the situation e.g. a volley if the ball is close to the net.</p> <p>Serving: know that serving is how to start a game or rally and use the rules applied to the activity for serving.</p> <p>Rallying: know that playing the appropriate shot will help to keep the rally going. Know that control is more important than power to keep a rally going.</p> <p>Footwork: know that using small, quick steps will allow me to adjust my stance to play a shot.</p> <p>Tactics: understand the need for tactics and identify when to use them in different situations.</p> <p>Rules: understand and apply rules in a variety of net and wall games whilst playing and officiating</p> <p>OAA</p> <p>Problem solving: recognise that there may be more than one way to solve a challenge and that trial and error may help to guide me to the best solution.</p> <p>Navigational skills: use a key to identify objects and locations.</p> <p>Communication: know to be descriptive but concise when giving instructions e.g. 'two steps to the left'.</p> <p>Reflection: reflect on when I am successful at solving challenges and alter my methods in order to improve.</p> <p>Rules: know that abiding by rules will enable my classmates to complete the course e.g. not moving controls.</p> <p>Striking and Fielding</p> <p>Striking: understand that stance is important to allow me to be balanced as I hit.</p> <p>Fielding: know that backing up a fielder as a ball is being thrown will help to increase the chances of fielding successfully.</p> <p>Throwing: understand where to throw the ball in relation to where a batter is.</p> <p>Catching: understand when to use a close catch technique or deep catch technique.</p> <p>Tactics: understand the need for tactics and identify when to use them in different situations.</p> <p>Rules: understand and apply rules in a variety of striking and fielding games whilst playing and officiating.</p>	<p>Throwing: demonstrate good technique when using a variety of throws under pressure. Catching: explore catching skills (close/deep and wicket keeping) and apply these with some consistency in game situations.</p>
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YEAR 6

Check Points Aut 1	Check Points Aut 2	Check Points Spr 1	Check Points Spr 2	Check Points Sum 1	Check Points Sum 2
<p>Football</p> <p>Create and use space to help my team.</p> <p>Dribble, pass, receive and shoot the ball with increasing control under pressure.</p> <p>Select the appropriate action for the situation and make</p>	<p>Tag Rugby</p> <p>Create and use space to help my team.</p> <p>Pass and receive the ball with increasing control under pressure.</p> <p>Select the appropriate action for the situation and make</p>	<p>Netball</p> <p>I can create and use space to help my team. I can pass, receive and shoot the ball with increasing control under pressure. I can select the appropriate action for the situation and make this</p>	<p>OAA</p> <p>I am inclusive of others, can share job roles and lead when necessary.</p> <p>I can orientate a map efficiently to navigate around a course.</p> <p>I can pool ideas within a</p>	<p>Athletics</p> <p>I can compete within the rules showing fair play and honesty. I can help others to improve their technique using key teaching points. I can identify my own and others' strengths and areas</p>	<p>Tennis</p> <p>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</p>

<p>this decision quickly. Use marking, tackling and/or interception to improve my defence. Use the rules of the game consistently to play honestly and fairly. Work collaboratively to create tactics with my team and evaluate the effectiveness of these. Recognise my own and others strengths and areas for development and can suggest ways to improve.</p> <p>Gymnastics Combine and perform gymnastic actions, shapes and balances with control and fluency. Create and perform sequences using compositional devices to improve the quality. Lead a small group through a short warm-up routine. Use appropriate language to evaluate and refine my own and others' work. Work collaboratively with others to create a sequence. Understand how to work safely when learning a new skill. Understand what counter balance and counter tension is and can show examples with a partner.</p>	<p>this decision quickly. Tag opponents individually and when working within a unit. Use the rules of the game consistently to play honestly and fairly. Work collaboratively to create tactics with my team and evaluate the effectiveness of these. Work in collaboration with others so that games run smoothly. Recognise my own and others strengths and areas for development and can suggest ways to improve.</p> <p>Dance Choreograph a dance and work safely using a prop. Lead a small group through a short warm-up routine. Perform dances confidently and fluently with accuracy and good timing. Refine the way I use actions, dynamics and relationships to represent ideas, emotions, feelings and characters. Use appropriate language to evaluate and refine my own and others' work. Use feedback provided to improve the quality of my work. Work creatively and imaginatively on my own, with a partner and in a group to choreograph and structure dances.</p>	<p>decision quickly. I can use marking, 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> <p>Gymnastics Combine and perform gymnastic actions, shapes and balances with control and fluency. Create and perform sequences using compositional devices to improve the quality. Lead a small group through a short warm-up routine. Use appropriate language to evaluate and refine my own and others' work. Work collaboratively with others to create a sequence. Understand how to work safely when learning a new skill. Understand what counter balance and counter tension is and can show examples with a partner.</p>	<p>group, selecting and applying the best method to solve a problem. I can use critical thinking skills to form ideas and strategies to solve challenges. I can work effectively with a partner and group to solve challenges. With increasing accuracy I can reflect on when and how I am successful at solving challenges and alter my methods to improve.</p> <p>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 the rules of the game consistently to play fairly. 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.</p>	<p>for development and can suggest ways to improve. I can perform jumps for distance using good technique. I can select and apply the best pace for a running event. I can show accuracy and good technique when throwing for distance. I understand that there are different areas of fitness and how this helps me in different activities. I use different strategies to persevere to achieve my personal best.</p> <p>Yoga I am confident to lead others, demonstrating poses and teaching them my flow. I can use feedback provided to improve the quality of my work. I can use my breath to transition from one pose to another with control. I can use yoga poses to improve my flexibility, strength and balance. I choose poses which link easily from one to another to help my sequence flow. I can recognise my own and others strengths and areas of development and can suggest ways to improve. I understand that there are different areas of fitness and how this helps me in different activities.</p>	<p>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.</p> <p>Fitness I can change my running technique to adapt to different distances. I can collect, record and analyse scores to identify the areas where I have made the most improvements. I can work with others to organise, record and manage information at a station. I encourage and motivate others to work to their best. I understand that there are different areas of fitness and how this helps me in different activities. I understand the different components of fitness and ways to test and develop them. I work to my maximum consistently when presented with challenges.</p>
END POINTS					

Knowledge	Skills
By the end of Year 6 pupils will know:	By the end of Year 6 pupils should be able to:

Striking and Fielding

Striking: understand that the momentum and power for striking a ball comes from legs as well as arms.

Fielding: know which fielding action to apply for the situation.

Throwing and catching: consistently make good decisions on who to throw to and when to throw in order to get batters out. Know that accuracy, speed and consistency of throwing and catching will help to limit a batter's score.

Tactics: understand and apply some tactics in the game as a batter, bowler and fielder. Rules: understand, apply and use rules consistently in a variety of striking and fielding games whilst playing and officiating.

OAA

Problem solving: understand that being able to solve problems is an important life skill.

Navigational skills: understand why having good navigational skills are important.

Communication: know that good communication skills are key to solving problems and working effectively as a team.

Reflection: with increasing accuracy, reflect on when and how I am successful at solving challenges and alter my methods in order to improve.

Rules: understand the rules and think creatively to solve the challenge whilst abiding by the rules.

Net and Wall

Shots: understand the appropriate skill for the situation under pressure e.g. choosing to play the ball short over the net if I have just moved my opponent to the back of the court.

Serving: begin to apply tactics when serving e.g. aiming to serve short on the first point and then long on the second point.

Rallying: understand how to play different shots depending on if a rally is co-operative or competitive.

Footwork: know that using the appropriate footwork will help me to react to a ball quickly and give me time to prepare to play a shot.

Tactics: understand when to apply some tactics for attacking and/or defending.

Rules: understand, apply and use rules consistently in a variety of net and wall games whilst playing and officiating.

Invasion Games

Sending & receiving: understand and make quick decisions about when, how and who to pass to.

Dribbling: choose the appropriate skill for the situation under pressure e.g. a V dribble in basketball to keep the ball away from a defender.

Space: understand that transitioning quickly between attack and defence will help my team to maintain or gain possession.

Tactics: know how to create and apply a tactic for a specific situation or outcome.

Rules: understand, apply and use rules consistently in a variety of invasion games whilst playing and officiating.

Gymnastics

Shapes: know which shapes to use for each skill.

Inverted movements: understand that spreading my weight across a base of support will help me to balance

Balances: know where and when to apply force to maintain control and balance.

Rolls: understand that I can use momentum to help me to roll and where that momentum comes from.

Jumps: understand that taking off from two feet will give me more height and therefore more time in the air.

Strategy: know that if I use changes in formation it will help to make my sequence look

Striking and Fielding

Striking: strike a bowled ball with increasing accuracy and consistency.

Fielding: use a wider range of fielding skills with increasing control under pressure.

Throwing: consistently demonstrate good technique in throwing skills under pressure.

Catching: consistently demonstrate good technique in catching skills under pressure.

OAA

Problem solving: pool ideas within a group, selecting and applying the best method to solve a problem.

Navigational skills: orientate a map efficiently to navigate around a course with multiple points.

Communication: inclusively communicate with others, share job roles and lead when necessary.

Net and Wall

Shots: demonstrate increased success and technique in a variety of shots.

Serving: serve accurately and consistently.

Rallying: successfully apply a variety of shots to keep a continuous rally. Footwork: demonstrate a variety of footwork patterns relevant to the game I am playing.

Invasion Games

Sending & receiving: s&r consistently using a range of techniques with increasing control under pressure.

Dribbling: dribble consistently using a range of techniques with increasing control under pressure.

Space: move to the correct space when transitioning from attack to defence or defence to attack and create and use space for self and others.

Attacking: confidently change direction to lose an opponent

Defending: use a variety of defending skills (tracking, interception, jockeying) in game situations.

Gymnastics

Shapes: combine and perform gymnastic shapes more fluently and effectively

Inverted movements: develop control in progressions of a cartwheel bridge and shoulder stand

Balances: explore counter balance and counter tension.

Rolls: develop fluency and consistency in the straddle, forward and backward roll.

Jumps: combine and perform a range of gymnastic jumps more fluently and effectively.

Fitness

Agility: change direction with a fluent action and transition smoothly between varying speeds.

Balance: show fluency and control when travelling, landing, stopping and changing direction.

Co-ordination: co-ordinate a range of body parts with a fluent action at a speed appropriate to the challenge.

Speed: adapt running technique to meet the needs of the distance.

Strength: complete body weight exercises for increased repetitions with control and fluency.

Stamina: use my breath to increase my ability to move for sustained periods of time.

Dance

Actions: show controlled movements which express emotion and feeling.

Dynamics: explore, improvise and combine dynamics to express ideas fluently and effectively on my own, with a partner or in a small group.

Space and relationships: use a variety of compositional principles when creating my own dances.

Performance: demonstrate a clear understanding of timing in relation to the music and other dancers throughout my performance.

Athletics

Running: demonstrate a clear understanding of pace and use it to develop their own and others sprinting technique.

Jumping: develop power, control and technique in the triple jump.

Throwing: develop power, control and technique when throwing discus and shot put.

Yoga

Balance: link combinations of poses for balance with increased control in transition.

interesting.

Fitness

Agility: understand that agility requires speed, strength, good balance and co-ordination.

Balance: know where and when to apply force to maintain control and balance.

Co-ordination: understand that co-ordination also requires good balance and know how to achieve this.

Speed: know that speed can be improved by training and know which speed to select for the distance.

Strength: understand that I can build up my strength by practicing in my own time.

Stamina: know which exercises can develop stamina and understand that it can be improved by training over time.

Dance

Actions: understand that actions can be improved with consideration to extension, shape and recognition of intent.

Dynamics: understand that selecting a variety of dynamics in my performance can help to take the audience on a journey through my dance idea.

Space and relationships: know that combining space and relationships with a prop can help me to express my dance idea.

Performance: understand how a leader can ensure our dance group performs together.

Strategy: know that if I keep in character throughout, it will help me to express an atmosphere or mood that can be interpreted by the audience.

Athletics

Running: understand that I need to prepare my body for running and know the muscle groups I will need to use.

Jumping: understand that a run up builds speed and power and enables me to jump further.

Throwing: understand that I need to prepare my body for throwing and know the muscle groups I will need to use.

Rules: understand and apply rules in events that pose an increased risk.

Yoga

Balance: know where and when to apply force to maintain control and balance.

Flexibility: know which of my muscles require more practice to increase my flexibility.

Strength: understand that I can build up my strength by practicing in my own time.

Strategy: identify times in my everyday life when mindfulness activities would be helpful for my wellbeing.

Flexibility: confidently transition from one pose to another showing extension connected to breath.

Strength: explore poses that challenge my strength and work to maintain increased control and strength when in and transitioning between poses.

Strategy: explore methods to control how I feel with some success.