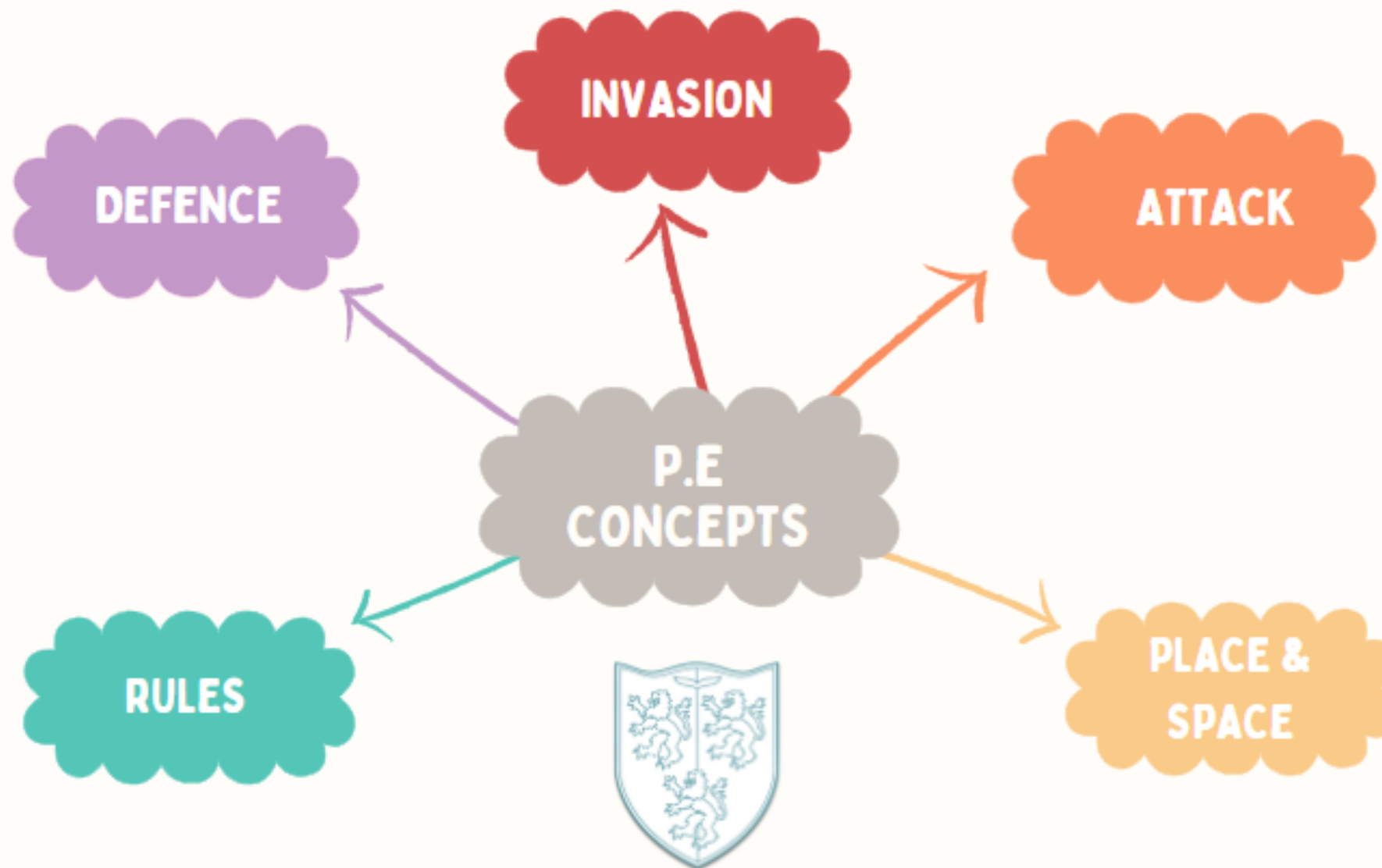


“Exercise not only changes your body, it changes your mind, attitude and your mood.”

(unknown)

How is this subject taught and why? P.E is taught twice weekly. There is an indoor slot and an outdoor slot to cover all areas of the curriculum. One slot each week is taught by P.E coaches from Astrella who follow our progression document. P.E Hub is used to support the teaching of the curriculum. Our curriculum is progressive and children build upon skills year on year for example – each year group teaches football so we know the skills are being built upon.

Rationale for using a “scheme of learning”: The PE Hub is a hub of high quality PE planning resources that empower teachers to deliver better physical education. It offers engaging lesson plans, simple to use teaching resources and professional development opportunities.



KS1 Areas of PE				KS2 Areas of PE					
<ul style="list-style-type: none"> Run, Jump, Throw Send and Return 		Hit, Catch, Run Attack, Defend, Compete	Gymnastics OAA	Dance	<ul style="list-style-type: none"> Gymnastics Rounders 	Dance Cricket	Football Tag Rugby	Netball OAA	Tennis Athletics
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6			
Indoor T1	Gymnastics Unit 1 **Hit, Catch, Run - ALL STARS CRICKET	Gymnastics Unit 1	Gymnastics Unit 1	Gymnastics Unit 1	Gymnastics Unit 1	Swimming			
Outdoor T1	OUTDOOR LEARNING (OAA)	Hit, Catch, Run - ALL STARS CRICKET	ALL STARS CRICKET	ALL STARS CRICKET	Football	Football			
Indoor T2	Gymnastics Unit 1	Gymnastics Unit 2	Gymnastics Unit 2	Dance Unit 1	Dance Unit 1	Swimming			
Outdoor T2	Attack, defend, shoot -Unit 1	OUTDOOR LEARNING (OAA)	Netball	Netball	Netball	Netball			
Indoor T3	Dance Unit 1	Dance Unit 1	Dance Unit 1	Dance Unit 2	Swimming	Gymnastics Unit 1			
Outdoor T3	Gymnastics - Unit 2	Hit, Catch, Run - Unit 2	OUTDOOR LEARNING (OAA)	Tag Rugby	Tag Rugby	Tag Rugby			
Indoor T4	Dance Unit 2	Dance -Unit 2	Dance -Unit 2	Swimming	Swimming	Dance Unit 1			
Outdoor T4	Attack, defend, shoot -Unit 2	Attack, defend, shoot - Unit 1	Football	OUTDOOR LEARNING (OAA)	Cricket	Cricket			
Outdoor T5	Send and Return - Unit 1	Attack, defend, shoot - Unit 2	Rounders	Football	Rounders	Rounders			
Outdoor T5	Jump, run, throw - Unit 1	Send and return -Unit 1	Hockey	Swimming	OUTDOOR LEARNING (OAA)	Hockey			
Outdoor T6	Send and Return - Unit 2	Send and Return -Unit 2	Tennis	Swimming	Tennis	Athletics			
Outdoor T6	Jump, run, throw - Unit 2	Jump, run, throw -Unit 1/2	Athletics	Athletics	Athletics	OUTDOOR LEARNING (OAA)			

National Curriculum Key stage 1 - Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- 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

Y1	
Gymnastics	<p><u>I know how to:</u> How to identify risks of working on and around apparatus How to describe movements using words such as rolling, travelling, balancing, climbing How to perform simple gymnastic actions and shapes How to decide which supporting concepts and actions to add to a sequence How to value other's efforts when they perform ; watch and listen How to make my body tense, relaxed, stretched and curled</p> <p><u>So I can:</u> Safely move and carry basic gym equipment such as mats and benches Recognise describe like actions and link them together Remember and perform a simple sequence using rolling, travelling, climbing, balancing and jumping Show spinning and rocking in isolation and in short sequence Perform in unison and canon Move on, off and over object with confidence Communicate with a partner to create short sequence</p>
Hit, Catch, Run	<p><u>I know how to:</u> How to identify when a point has been scored and keep count of score Where to send the ball to maximise chance to score Where to stand in the field to restrict runs scored Techniques to help me catch a medium sized ball thrown over a short distance How to show awareness of team mates fielding positions to restrict runs in a simple game scenario</p> <p><u>So I can:</u> Intercept, retrieve and stop a beanbag and a medium-sized ball with some consistency Track balls and other equipment sent to me, moving in line with the ball to collect it Run between bases to score points Retrieve and return a ball to a base Use a range of sending skills to put ball into space Able to self-feed ball to hit off hand and strike ball off cone Work collaboratively to score runs showing encouragement and support Decide as a team the best positioning to intercept balls</p>
Dance	<p><u>I know how to:</u> How to explore space within my dances and movements How to identify similarities between gymnastics and dance/other physical activity How to recognise that dances can have themes and stories How to perform basic body actions along with music</p> <p><u>So I can:</u> Use different parts of the body, combine arm and leg actions Perform with an awareness of body shape required Remember and repeat simple movement patterns Move with control and show spatial awareness With help, compose a basic movement phrase</p>

<p>Attack, defend, shoot</p>	<p><u>I know how to:</u> Rules and how to apply them in competitive and cooperative games Changes in the body brought about by exercise How to make decisions about how to defend a target How to roll, slide or throw a beanbag or ball How to bounce a ball How to cooperate to perform a range of challenges using skills such as gesture/signalling</p> <p><u>So I can:</u> Begin to engage in competitive activities Roll, slide or throw a beanbag or ball with accuracy Bounce a medium sized ball to self and attempt to bounce to others Judge when and where to move to get in a defensive position Attempt to intercept and catch a thrown ball Work in collaboration with others to attack and score points Identify the things that I like about exercise both in and outside of school</p>
<p>Send and Return</p>	<p><u>I know how to:</u> How to identify space to send a ball into How to identify tactics to outwit an opponent such as hitting to space How to describe how I worked with a partner to send and receive How to send an object with increased confidence using hand or bat That I need to move towards a moving ball to return with hand or bat That my actions impact others e.g. feeding a ball accurately and at correct pace</p> <p><u>So I can:</u> Score points against opposition over a line/net Select and apply skills to win points Chase, stop and control balls and other objects such as beanbags and hoops Track balls and other equipment sent to them, moving in line with the ball to collect or return Work with a partner to send and return an object and play in a simple rally Play cooperatively in a game situation</p>
<p>Jump, run, throw</p>	<p><u>I know how to:</u> How to handle and throw a variety of different objects and attempt to throw for distance A variety of jumps and that I can take off and land on different foot combinations e.g., 2 to 1, 1 to 2 etc. How to apply knowledge of boundaries such as lanes & avoid impeding others That I need to practise and use the techniques to improve and attempt to improve How to suggest links between types of exercises e.g. training speed for different jumping activities How to recognise and implement concepts such as waiting your turn I know how to work as part of a team</p> <p><u>So I can:</u> Select correct skill for the situation Move a variety of objects quickly showing a range of techniques Attempt a variety of jumps taking off and landing on different foot combinations e.g., 2 to 1, 1 to 2 etc. Start and stop at speed, run in straight lines using a variety of speeds Copy and repeat basic movements for extended periods of time developing stamina Demonstrate some core strength to hold a variety of shapes and positions Develop agility and coordination skills to competently take part in a range of activities Work with a partner to help improve their performance Participate as part of a team to compete in running relays</p> <p>4</p>

Y2	
Gymnastics Unit 1	<p><u>I know how to:</u> Start and finish shapes How to jump with power Link movements Introduce different levels Introduce different speeds</p> <p><u>So I can:</u> Describe how to transition and link elements Perform basic actions with control and consistency Create and perform a simple sequence</p>
Gymnastics Unit 2	<p><u>I know how to:</u> Perform a front support Demonstrate body control Perform a back support Perform a frog jump Put rhythm into my sequences</p> <p><u>So I can:</u> Improve my body management whilst doing floor exercises Use my core strength to link gymnastic movements Attempt to use rhythm whilst performing a sequence</p>
Hit, Catch, Run Unit 1	<p><u>I know how to:</u> Hit with a bat (some may still use hands) Use kicking to send a ball to score points Use underarm bowling Field to catch and throw to teammates Play as part of a team to field, hit and score</p> <p><u>So I can:</u> Improve hitting with a variety of bats Practice feeding/bowling skills Hit and run to score points in a game</p>
Hit, Catch, Run Unit 2	<p><u>I know how to:</u> Increase my pace to score runs and 'stay safe' Be the backstop Outwit the bowler to hit in different directions How to be wicketkeeper Move in line to stop the ball</p> <p><u>So I can:</u> Score runs in a variety of ways in hit, run, catch games Work in a team to field Begin to play the role of backstop or wicketkeeper</p>
Dance Unit 1	<p><u>I know how to:</u> Dance a solo Dance a duet Explore creative footwork Discuss how to develop performance Respond to visual stimulus</p> <p><u>So I can:</u> Describe and explain how performers transition from shapes and balances Challenge myself to move imaginatively in response to music Work as part of a group to create and perform</p>

<p>Dance Unit 2</p>	<p><u>I know how to:</u> Comment on contrasting actions Use a clock face to develop a dance Perform 'freestyle' movements Perform a motif to music Explore movement pathways <u>So I can:</u> Perform using more sophisticated formations as well as an individual Use stimuli to copy, repeat and create dance actions and motifs</p>
<p>Attack, defend, shoot Unit 1</p>	<p><u>I know how to:</u> Kick with the inside of my foot Stop the ball with my foot Control the ball Bounce the ball to send Bounce the ball to dribble <u>So I can:</u> Send and receive a ball using my feet Refine ways to control my body Recall and link combinations of skills e.g. dribbling and passing</p>
<p>Attack, defend, shoot Unit 2</p>	<p><u>I know how to:</u> Throw with a variety of equipment Move after passing Pass and move forwards Be in goalkeeper positions Intercept in a game situation <u>So I can:</u> Select and apply a small range of tactics Recognise good quality in self and others Work with others to build basic attacking play</p>
<p>Send and Return Unit 1</p>	<p><u>I know how to:</u> Be on my toes to be ready to move towards the path of the ball Identify the dominant and non-dominant side The basic service rules Perform with increased agility in a conditioned game Self-feed to send the ball to a partner using a racquet <u>So I can:</u> Track the path of a ball over the net and move towards it Begin to hit and return the ball with some consistency Play modified net/wall games throwing, catching and sending over a net</p>
<p>Send and Return Unit 2</p>	<p><u>I know how to:</u> Play a variety of roles in games Move the ball around the court Throw into space to make it difficult for my opponent Play out point from serve Play using attacking shots <u>So I can:</u> Make it difficult for my opponent to score a point Begin to choose different tactics Improve agility and coordination and use this in a game</p>

<p>Jump, run, throw Unit 1</p>	<p><u>I know how to:</u> Be aware of others Create power Have quick feet Choose an appropriate throw Perform static and dynamic balances</p> <p><u>So I can:</u> Throw and handle a variety of objects Develop power, agility, coordination and balance Negotiate obstacles showing increased control</p>
<p>Jump, run, throw Unit 2</p>	<p><u>I know how to:</u> Breathe when working Develop strength Create power Work as part of a team Discuss thoughts and feelings about activities</p> <p><u>So I can:</u> Improve running and jumping movements over sustained periods Reflect on activities and make connections to healthy lifestyles Jump for distance and height</p>
<p>OAA</p>	<p><u>I know how to:</u> Work as a team Use simple maps Follow directions</p> <p><u>So I can:</u> Follow a given route Work collaboratively</p>

Y3	
Gymnastics Unit 1	<p><u>I know how to:</u> Create contrasting shapes Use body control when rolling Perform jumps Work in unison with a partner Create patterns</p> <p><u>So I can:</u> Modify my actions using different pathways, directions and shapes Consolidate and improve gymnastic movements and actions Relate strength and flexibility to actions Use basic compositional ideas</p>
Football	<p><u>I know how to:</u> Dribble and pass in pairs Find space to receive a ball Defensive positioning Build an attack Use inside and outside of foot, trapping</p> <p><u>So I can:</u> Perform basic invasion games skills kicking and dribbling Send the ball with some accuracy Build offensive/attacking play Show basic skills in sending and receiving the ball Use space efficiently Link skills to perform as a team</p>
Gymnastics Unit 2	<p><u>I know how to:</u> Perform smooth transitions Use Bouncing movements Perform a half lever Show fluency Demonstrate extensions</p> <p><u>So I can:</u> Identify similarities and differences in sequences Develop body management over a range of floor exercises Attempt to bring explosive moves into floor work Show increasing flexibility in shapes and balances</p>
Netball	<p><u>I know how to:</u> Pass in pairs Find space to receive a ball Defensive positioning Build an attack Chest, shoulder and bounce pass Dodge to get free</p> <p><u>So I can:</u> Perform basic invasion games skills catching and throwing Send the ball with some accuracy Build offensive/attacking play Show basic skills in sending and receiving the ball Use space efficiently Link skills to perform as a team</p>

<p>Dance Unit 1</p>	<p><u>I know how to:</u> Perform a jazz square Perform as 2 contrasting characters Explore characters through description Communicate ideas as part of a group Use a prop in a –action dance phrase</p> <p><u>So I can:</u> Practice and put together a performance Perform using facial expressions Perform with a prop</p>
<p>Tag Rugby</p>	<p><u>I know how to:</u> Pass in pairs Find space to receive a ball Defensive positioning Build an attack Ball handling Running past defenders Tag protocol and evading taggers</p> <p><u>So I can:</u> Perform basic invasion games skills catching and throwing Send the ball with some accuracy Build offensive/attacking play Show basic skills in sending and receiving the ball Use space efficiently Link skills to perform as a team</p>
<p>Dance Unit 2</p>	<p><u>I know how to:</u> Discuss examples of professional work Create my own floor patterns Demonstrate stylistic dynamics of barn dance Create an action on my own and with a partner Apply feedback to improve performance</p> <p><u>So I can:</u> Build stylistic qualities through repetition Build basic creative choreography skills in travelling, dynamics and partner work</p>
<p>Rounders</p>	<p><u>I know how to:</u> Bowl with some accuracy and consistency Use the long barrier to collect a rolling ball Collect and return a moving ball</p> <p><u>So I can:</u> Adhere to some of the basic rules Develop a range of skills to use in isolation and in a competitive situation To use basic skills more consistently Work cooperatively with others to complete fielding tasks</p>

Hockey	<p><u>I know how to:</u> Dribble and pass in pairs Find space to receive a ball Defensive positioning Build an attack Using flat side of stick Close control Prepare to tackle</p> <p><u>So I can:</u> Perform basic invasion games skills - dribbling Send the ball with some accuracy Build offensive/attacking play Show basic skills in sending and receiving the ball Use space efficiently Link skills to perform as a team</p>
OAA	<p><u>I know how to:</u> Use non-verbal communication effectively Develop simple map reading Respond to and resolve problems as a team Participate I trust activities Plan on route map</p> <p><u>So I can:</u> Work with others to solve problems Describe my work Lead others and be led Differentiate between when a task is competitive and collaborative</p>
Tennis	<p><u>I know how to:</u> Use hard and soft hits Hit using direction Play a forehand shot Rally with a partner Send and return over a net Serve using forehand</p> <p><u>So I can:</u> Identify and describe some rules of tennis Serve to begin a game Explore forehand hitting Play with some understanding of modified court boundaries</p>
Athletics	<p><u>I know how to:</u> Jump in a variety of ways Start, stop and change pace with control Combine running and jumping Use a pull action when throwing</p> <p><u>So I can:</u> Devise a jumping routine and teach it to others Listen to a command and change my pace accordingly Work in a team to think of ways we can improve an activity Approach hurdles</p>

Y4	
Gymnastics Unit 1	<p><u>I know how to:</u> Change speed Step Do cartwheel progressions Put together composition ideas Refine my sequences</p> <p><u>So I can:</u> Become more competent and confident in performing my skills more consistently Perform in time with a partner and group Use compositional ideas in sequences</p>
Gymnastics Unit 2	<p><u>I know how to:</u> Shoulder roll Engage my core Carry out smooth transitions Develop flow in sequences</p> <p><u>So I can:</u> Develop an increased range of body actions and shapes to include in a sequence Define muscle groups needed to support my core Refine taking weight on small and large body parts</p>
Football	<p><u>I know how to:</u> Pass over longer distances Use simple marking technique Use simple defending principles Dribble in different directions Perform defensive tackling Front of player and goal side marking</p> <p><u>So I can:</u> Perform with more consistency when dribbling and shooting Pass over longer distances Move towards the ball to receive a pass Pass and move with the ball Apply a small range of tactics in a competitive situation</p>
Dance Unit 1	<p><u>I know how to:</u> Develop dance freeze frames Practice and perform a slide and roll Learn to replicate a set phrase Work collaboratively to sequence movements Create a 5-action routine</p> <p><u>So I can:</u> Work to include freeze frames in routines Practice and perform a variety of different formations in dance</p>

<p>Netball</p>	<p><u>I know how to:</u> Pass over longer distances Use simple marking technique Use simple defending principles Protect the ball Perform basic shooting skills Play within thirds Understand footwork rules 1-1 marking 1-2</p> <p><u>So I can:</u> Perform with more consistency when passing and shooting Pass over longer distances Use footwork rules Move towards the ball to receive a pass Pass and move with the ball Apply a small range of tactics in a competitive situation</p>
<p>Dance Unit 2</p>	<p><u>I know how to:</u> Use formations to tell a story Perform without prompts Use devices to manipulate movements Do contact work as a group Identify strengths</p> <p><u>So I can:</u> Concentrate on one simple theme throughout Link all activities to the communication of this to an audience</p>
<p>Tag Rugby</p>	<p><u>I know how to:</u> Pass over longer distances Use simple marking technique Use simple defending principles Pick up and run with the ball Keep possession Carry the ball in the correct position</p> <p><u>So I can:</u> Perform with more consistency Pass over longer distances Move towards the ball to receive a pass Pass and move with the ball Apply a small range of tactics in a competitive situation</p>

Swimming	<p>I know how to:</p> <table border="1" data-bbox="866 128 2226 380"> <thead> <tr> <th data-bbox="866 128 1317 170">Beginners</th> <th data-bbox="1317 128 1768 170">Intermediate</th> <th data-bbox="1768 128 2226 170">Advanced</th> </tr> </thead> <tbody> <tr> <td data-bbox="866 170 1317 380"> <ul style="list-style-type: none"> • Pulling and pushing. • Stabilising – feet upright off the ground. • Submerging. • Prone float. • Supine float. • Leg action on back. • Push, glide, turn. • Doggy paddle. • Transition from glide to stroke. </td> <td data-bbox="1317 170 1768 380"> <ul style="list-style-type: none"> • Jump in from side of pool and submerge. • Sink and roll. • Front crawl legs. • Surface dive. • Linking 3 different types of floating technique. • Breastroke legs. • Somersault in water. • Sculling face in water. • Kicking while submerged. </td> <td data-bbox="1768 170 2226 380"> <ul style="list-style-type: none"> • Relay change over. • Mushroom float. • Partner support. • Crouching dive. • Surface dive. • Treading water. • Tumble turn/tumble under water. • Combining fluent breastroke arm and leg technique. • Head out entry to water </td> </tr> </tbody> </table> <p>So I can:</p> <table border="1" data-bbox="866 453 2226 659"> <tbody> <tr> <td data-bbox="866 453 1317 659"> <ul style="list-style-type: none"> • Swim short distances unaided between 5 & 20 metres using one consistent stroke. • Propel themselves over longer distances with the assistance of swimming aids. • Move with more confidence in the water including submerging themselves fully. • Enter and exit the water independently. </td> <td data-bbox="1317 453 1768 659"> <ul style="list-style-type: none"> • Swim over greater distances, between 10 & 20 meters with confidence in shallow water. • Begin to use basic swimming techniques including correct arm and leg action. • Explore and use basic breathing patterns. • Enter and exit the water in a variety of ways. • Take part in problem-solving activities such as group floats and team challenges. </td> <td data-bbox="1768 453 2226 659"> <ul style="list-style-type: none"> • Bring control and fluency to at least two recognised strokes. • Implement good breathing technique to allow for smooth stroke patterns. • Attempt personal survival techniques as an individual and group with success. • Link lengths together with turns and attempt tumble turn in isolation and during a stroke. </td> </tr> </tbody> </table>	Beginners	Intermediate	Advanced	<ul style="list-style-type: none"> • Pulling and pushing. • Stabilising – feet upright off the ground. • Submerging. • Prone float. • Supine float. • Leg action on back. • Push, glide, turn. • Doggy paddle. • Transition from glide to stroke. 	<ul style="list-style-type: none"> • Jump in from side of pool and submerge. • Sink and roll. • Front crawl legs. • Surface dive. • Linking 3 different types of floating technique. • Breastroke legs. • Somersault in water. • Sculling face in water. • Kicking while submerged. 	<ul style="list-style-type: none"> • Relay change over. • Mushroom float. • Partner support. • Crouching dive. • Surface dive. • Treading water. • Tumble turn/tumble under water. • Combining fluent breastroke arm and leg technique. • Head out entry to water 	<ul style="list-style-type: none"> • Swim short distances unaided between 5 & 20 metres using one consistent stroke. • Propel themselves over longer distances with the assistance of swimming aids. • Move with more confidence in the water including submerging themselves fully. • Enter and exit the water independently. 	<ul style="list-style-type: none"> • Swim over greater distances, between 10 & 20 meters with confidence in shallow water. • Begin to use basic swimming techniques including correct arm and leg action. • Explore and use basic breathing patterns. • Enter and exit the water in a variety of ways. • Take part in problem-solving activities such as group floats and team challenges. 	<ul style="list-style-type: none"> • Bring control and fluency to at least two recognised strokes. • Implement good breathing technique to allow for smooth stroke patterns. • Attempt personal survival techniques as an individual and group with success. • Link lengths together with turns and attempt tumble turn in isolation and during a stroke.
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Rounders	<p><u>I know how to:</u></p> <p>Direct my hit to score rounders Run at speed to avoid being stumped Play backstop in a small game Use rounders scoring system Explain bowling rules</p> <p><u>So I can:</u></p> <p>Apply a range of striking and fielding skills in a competitive situation Choose and use a range of simple tactics in a game context Apply skills with consistency Strike the ball with intent – attempt direction</p>									
Hockey	<p><u>I know how to:</u></p> <p>Pass over longer distances Use simple marking technique Use simple defending principles Push pass, slap pass, straight dribble Stop and turn with the ball</p> <p><u>So I can:</u></p> <p>Perform with more consistency when dribbling and shooting Pass over longer distances Move towards the ball to receive a pass Pass and move with the ball Apply a small range of tactics in a competitive situation</p>									
OAA	<p><u>I know how to:</u></p> <p>Recognise compass points Follow a course Use a compass Work cooperatively with a partner Evaluate my own success</p> <p><u>So I can:</u></p> <p>Work well in a team with defined roles Plan and refine strategies to solve problems Identify the relevance of and use aps, compass and symbols Identify what I do well and how I can improve</p>									

Tennis	<p><u>I know how to:</u> Get into correct position to return balls Consistently send forehand t targets Introduce backhand Work cooperatively to score points in simple doubles play</p> <p><u>So I can:</u> Explore and use different shots with forehand and backhand Demonstrate different skills Work to return the serve Demonstrate different court positions in a game</p>
Athletics	<p><u>I know how to:</u> Aim at a target Accelerate over a short distance Take off from a run with one foot to increase distance Perform a baton exchange Use a sling action when throwing</p> <p><u>So I can:</u> Use running, jumping and throwing actions and investigate different ways of performing these Use a variety of equipment Measure timngs and distances Compare the effectiveness of runs, jumps and throws</p>

Y5	
Gymnastics Unit 1	<p><u>I know how to:</u> How to create longer and more complex sequences and adapt performances How to take the lead in a group when preparing a sequence How to develop symmetry individually, as a pair and in a small group How to compare performances and judge strengths and areas for improvement How to select a component for improvement. For example—timing or flow</p> <p><u>So I can:</u> Work collaboratively with a partner to perform Compare performance with previous performances Develop flexibility, balance, strength and control</p>
Football	<p><u>I know how to:</u> Turn with the ball Run with the ball Pass on the move Maintain space Step over</p> <p><u>So I can:</u> Play effectively in a variety of positions and formations Relate a greater number of attacking and defensive tactics Become more skilful when performing movements t speed</p>
Gymnastics Unit 2	<p><u>I know how to:</u> Perform on pathways Link cartwheels Link round offs Devise warm-ups Combine actions and skills</p> <p><u>So I can:</u> Take responsibility for your own warm-up, including remembering and repeating a variety of stretches. Perform more complex actions, shapes and balances with consistency. Use the information given by others to improve performance. Remember and repeat longer sequences with more difficult actions</p>
Netball	<p><u>I know how to:</u> How use specific netball skills in games for example confidently: pivoting, dodging, bounce pass and previously learnt skills How to play efficiently in different positions on the court in both attack and defence How to select and apply a range of tactics and techniques How to increase power and strength of passes, moving the ball over longer distances</p> <p><u>So I can:</u> Play in competitive games developing strength and technique Recognise where improvements could be made in their work Select and combine more complex skills in game situations</p>

<p>Dance Unit 1</p>	<p><u>I know how to:</u> Apply some basic Bollywood actions Perform non-locomotor and locomotor movements Describe key features of line dance Work collaboratively with a group of 4 Use knowledge of basic line dance steps to create my own <u>So I can:</u> Perform different styles of dance fluently and clearly. Refine & improve dances adapting them to include the use of space rhythm & expression. Worked collaboratively in groups to compose simple dances. Recognise and comment on dances suggesting ideas for improvement.</p>
<p>Tag Rugby</p>	<p><u>I know how to:</u> Tag the opposition Run and pass accurately Demonstrate the principles of defence Pop pass Demonstrate and work in the magical diamond formation <u>So I can:</u> Combine basic tag rugby skills such as catching and passing in one movement Select and implement appropriate skills in a game situation Begin to play effectively when attacking and defending Increase the power of passes so the ball can be moved quickly over greater distance</p>
<p>Dance Unit 2</p>	<p><u>I know how to:</u> Copy/perform specific dance actions to communicate a theme Communicate the idea of a hero Perform clear shapes and build patterns as part of a team Copy and execute a high energy jump sequence Create a low level attack sequence <u>So I can:</u> Use professional examples to inspire ideas for explosive action Own and explore new movement possibilities</p>
<p>Cricket</p>	<p><u>I know how to:</u> Start sprints with power to run between wickets Use the short throw to run players out Anticipate the rise of a bowled ball Develop flexibility and perform overarm bowling Perform a defensive shot <u>So I can:</u> Link a range of skills and use them in combination Collaborate with a team to choose, use and adapt rules in games Recognise how some aspects of fitness apply to cricket e.g. power, flexibility and cardiovascular endurance</p>
<p>Hockey</p>	<p><u>I know how to:</u> Perform a block tackle Pass in the D Apply marking in the game Perform a sweep shot to send the ball over a distance Drag the ball from right to left <u>So I can:</u> Combine basic hockey skills such as dribbling and push pass Select and apply skills in a game Play effectively in different positions on the pitch including in defence Increase power and strength of passes, moving the ball over longer distances</p>

OAA	<p><u>I know how to:</u> Use my memory and recall skills Work collaboratively Interpret and send Morse code Trust others through the circle trust activity</p> <p><u>So I can:</u> Communicate using code Work at high intensity for a sustained period whilst completing a task Explore and refine ways of communicating to best complete a set task</p>
Tennis	<p><u>I know how to:</u> Put skills into games Perform a volley shot Clear the ball from the back of the court Recognise differences in where I can stand when playing doubles</p> <p><u>So I can:</u> Cooperate and collaborate with others to play in a sportsman like way Approach the ball to return before the second bounce Play with others with some flow to the game, keeping track of my own score</p>
Athletics	<p><u>I know how to:</u> Run in relay legs Work to improve distance covered in set times Use push throws to hit a target Exchange the baton Use the S.T.E.P. principle</p> <p><u>So I can:</u> Distinguish between good and poor performances and suggest ways to improve self and others Sustain pace over shorter and longer distances Run as part of a team in relay style events</p>

Y6	
Gymnastics Unit 1	<p><u>I know how to:</u> Prepare for a vault Dismount from apparatus Demonstrate use of flight including cannon and unison Start to put my actions to music</p> <p><u>So I can:</u> Identify strengths and weaknesses about a performance Experience flight on and off apparatus Lead a group warm-up, demonstrating the importance of strength and flexibility</p>
Football	<p><u>I know how to:</u> Set someone up to shoot Maintain and deny space Work with an attacking set play Attack in a pair Cover a defender</p> <p><u>So I can:</u> Choose and implement a range of strategies to attack and defend Perform a wider range of more complex skills Devise a drill for a particular skill Collaborate with a partner to implement simple defensive techniques</p>
Gymnastics Unit 2	<p><u>I know how to:</u> Chose appropriate elements for a sequence Perform to music Devise a sequence using set criteria Develop group patterns Perform my moves with timing</p> <p><u>So I can:</u> Compose a sequence which will achieve the highest score against criteria Perform increasingly complex sequences Work independently and in small groups to make up sequences to perform to an audience</p>
Netball	<p><u>I know how to:</u> How to work as a team to improve group tactics and gameplay How to play within the rules using blocking skills for shots and passes How to use defensive skills</p> <p><u>So I can:</u> Play in competitive games developing fluency in skills and techniques Work in collaboration to play using different tactics Compare the team's performance against others</p>
Dance Unit 1	<p><u>I know how to:</u> Use tension and extension to control my body Explore space and relationships in dance Identify appropriate dynamics and group formations for a Hakka Perform some basic street dance skills Compose a street dance performance</p> <p><u>So I can:</u> Work collaboratively to include more complex compositional ideas Talk about different styles of dance with understanding, using appropriate language and terminology Use recognised dance actions and adapt to create motifs and movement patterns</p>

Tag Rugby	<p><u>I know how to:</u> Support a player with the ball Perform a set play for attacking Take the distance not the time Demonstrate the spaces not faces principle Transition from attack to defence</p> <p><u>So I can:</u> Choose and implement a range of strategies and tactics to attack and defend Use STEP principle to warm-up Combine and perform more complex skills at speed Use speed and agility in game play</p>
Dance Unit 2	<p><u>I know how to:</u> Create a phrase of gestures which communicate a theme Describe the meaning of several types of devices Create formations for tension and relationships Create and perform a live aural setting Explore the use of dynamics to communicate and attack</p> <p><u>So I can:</u> Demonstrate narrative through contact and relationships Show tension through pattern and performance Practice and refine coordination skills through activities such as live aural setting</p>
Cricket	<p><u>I know how to:</u> Demonstrate urgency in acquiring runs Track and catch a high ball Use the short ball to tempt players to hit high Work with a partner to field long balls Demonstrate an attempt on a drive</p> <p><u>So I can:</u> Apply cricket rules in a variety of styles of games Attempt a small range of recognised shots Use a range of tactics for attacking and defending in the role of the bowler, batter and fielder</p>
Hockey	<p><u>I know how to:</u> Shoot from close range Perform long corners Demonstrate goal side marking Channel opposition players Apply the self pass rule</p> <p><u>So I can:</u> Choose and implement a range of strategies and tactics Combine and perform more complex skills at great speed Recognise and describe good individual and team performances</p>

OAA	<p><u>I know how to:</u> Orient and follow a map Identify objects on a scavenger hunt Perform pyramid balances Tie a reef knot Design a game</p> <p><u>So I can:</u> Use information given by others to complete tasks and work collaboratively Take responsibility for a role Use knowledge of games in PE to suggest adaptations and variations to activities</p>
Tennis	<p><u>I know how to:</u> Defend points against opposition using teamwork Describe why and when to use a backhand shot Demonstrate a lob shot in isolated situations Score a tennis game using full tennis rules Work as a pair to develop tactics against other pairs</p> <p><u>So I can:</u> Make good choices in games about the best shot to use Begin to use full tennis scoring systems Use speaking and listening skills to umpire and play with peers without dispute</p>
Athletics	<p><u>I know how to:</u> Get power from a sprint start Perform a standing triple jump Perform a heave throw Demonstrate Parlauuf running Perform a scissor jump</p> <p><u>So I can:</u> Apply strength and flexibility to throwing, running and jumping Accurately and confidently judge across a variety of activities Combine different jumping skills to accurately replicate triple jump technique</p>