

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	FMS / FSS Introduction to PE	FMS / FSS Multi-Skills (Fundamentals)	SSS Dance	SSS Gymnastics	FSS Ball Skills	SSS Athletics (Sports Day)
Year 1	FSS Ball Skills	SSS Dance	SSS Gymnastics	FSS Multi-Skills (Invasion Games)	SSS Athletics	FSS Multi-Skills (Striking and Fielding)
Year 2	FSS Ball Skills	SSS Dance	SSS Gymnastics	FSS Multi-Skills (Invasion Games)	SSS Athletics / Skipping	FSS Multi-Skills (Striking and Fielding)
Year 3 MVMNT	SSS Netball (Invasion Game) Golf (Striking)	SSS Dance Yoga	SSS Tennis (Net & Wall) Gymnastics Swimming	SSS Tag Rugby (Invasion Game) Skipping Swimming	SSS Handball (Invasion Game) Athletics Swimming	SSS Rounder's (Striking & Fielding) Football (Invasion Game) Swimming
Year 4	SSS Basketball (Invasion Game) Swimming	SSS Dance Swimming	SSS Gymnastics Skipping	SSS Uni-Hockey (Invasion Game)	SSS Athletics	SSS Kwik Cricket (Striking & Fielding)

St Mary's Horsforth Catholic Voluntary Academy Long Term Plan for PE 2023-2024



<p><b>Year 5</b> <b>MVMNT</b></p>	<p><b>SSS</b> <b>Netball</b> (Invasion Game) <b>Golf</b> (Striking)</p>	<p><b>SSS</b> <b>Dance</b> <b>Yoga</b></p>	<p><b>SSS</b> <b>Tennis</b> (Net &amp; Wall) <b>Gymnastics</b></p>	<p><b>SSS</b> <b>Tag Rugby</b> (Invasion Game) <b>Skipping</b></p>	<p><b>SSS</b> <b>Handball</b> (Invasion Game) <b>Athletics</b></p>	<p><b>SSS</b> <b>Rouder's</b> (Striking &amp; Fielding) <b>Football</b> (Invasion Game)</p>
<p><b>Year 6</b> <b>MVMNT</b></p>	<p><b>SSS</b> <b>Basketball</b> (Invasion Game) <b>Fitness</b></p>	<p><b>SSS</b> <b>Dance</b> <b>Dodgeball</b> (Invasion Game)</p>	<p><b>SSS</b> <b>Gymnastics</b> <b>OAA</b></p>	<p><b>SSS</b> <b>Hockey</b> (Invasion Game) <b>Badminton</b> (Net &amp; Wall)</p>	<p><b>SSS</b> <b>Athletics</b> <b>Volleyball</b> (Net &amp; Wall)</p>	<p><b>SSS</b> <b>Kwik Cricket</b> (Striking &amp; Fielding) <b>Football</b> (Invasion Game)</p>

**Key:**

**Abbreviations:** Fundamental Movement Skills (**FMS**), Fundamental Sport Skills (**FSS**), Sport Specific Skills (**SSS**) Outdoor Adventure Activity (**OAA**)

**MVMNT:** Jordan Lewandowski, Alexander Gyte and Natalie Meachin

# St Mary's Horsforth Catholic Voluntary Academy Long Term Plan for PE 2023-2024



Fitness LTP	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Reception</b>						
<b>Year 1</b>	To develop knowledge of how exercise can make you feel.	To develop knowledge about how exercise can make you strong and healthy.	To develop knowledge about how exercise relates to breathing.	To develop my understanding of how exercise helps my brain.	To develop my understanding of how exercise helps my muscles.	To begin to understand the importance of daily exercise.
<b>Year 2</b>	To learn how to run for longer periods of time.	To develop co-ordination and timing when jumping in a long rope.	To develop co-ordination in individual skipping.	To develop stamina and change of direction.	To explore exercises to develop strength.	To develop agility, balance and co-ordination.
<b>Year 3</b>	To recognise different areas of fitness and explore what your body can do.	To develop speed and strength.	To develop co-ordination.	To develop agility.	To develop balance.	To develop stamina.
<b>Year 4</b>	To recognise different areas of fitness and explore what your body can do.	To develop speed and strength.	To develop co-ordination.	To develop agility.	To develop balance.	To develop stamina.
<b>Year 5</b>	To develop an awareness of what your body can do.	To develop speed and stamina.	To develop strength using my own body weight.	To develop co-ordination.	To develop agility.	To develop balancing with control.
<b>Year 6</b>	To develop an awareness of what your body can do.	To develop speed and stamina.	To develop strength using my own body weight.	To develop co-ordination.	To develop agility.	To develop balancing with control.

**Locality:** inviting specialist groups in from the local area, sporting fixtures with local schools across the Leeds area, Catenian Cup to celebrate the school's Catholic links, Athletics meet from schools in the Horsforth area, skipping competitions. Promoting a healthier way to get to school through Scoot-ember and Walk to School WOW challenge.

**Diversity:** across Health Week celebrating local sporting heroes from BAME, SEND, such as the Paralympian athletes and each class will present to the school. Bambisanani International Athletics competition with school across Leeds linked to school in South Africa.

**Fitness:** Classes will complete 1 lesson of fitness per half term – 6 sessions a year. Drip fed throughout the school year.

Each element of fitness is revisited each year – spiral curriculum.

Specific elements of fitness such as strength, speed, stamina are linked to all sports which the children learn throughout their time at St Mary's.

Year group								
<b>Early Years</b>	Physical Development ELG: Gross Motor Skills Children at the expected level of development will: - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing							
	<b>Introduction into PE</b>	<b>Multi skills – fundamentals</b>	<b>Dance</b>	<b>Gymnastics</b>	<b>Ball skills</b>	<b>Athletics</b>		
<b>Reception</b>	I will be introduced to Physical Education.  I will spend time learning basic principles of a PE lesson such as finding space, freezing on command, using, and sharing equipment and working individually, with a partner and group.  I will take part in activities, which will develop fundamental movement skills such as running, jumping, skipping.	I will explore space and how to use space safely.  I will explore travelling movements, shapes, and balances.  I will choose my own actions in response to a stimulus.  I will have the opportunity to copy, repeat and remember actions.  I will be introduced to	I will explore basic movements, creating shapes, balances, jumps, and rolls.  I will begin to develop an awareness of space and how to use it safely.  I will perform basic skills on both floor and apparatus.  I will copy, create, remember, and repeat short	I will develop my fundamental movement skills. Fundamental skills will include balancing, running, changing direction, jumping, hopping and travelling.  I will develop fine and gross motor skills through a range of activities.  I will learn how to stay safe using space, working independently	I will develop fundamental ball skills such as rolling and receiving a ball, throwing to a target, bouncing and catching, dribbling with feet and kicking a ball.  I will be able to develop my fine and gross motor skills through a range of game play using a variety of equipment.  I will be given opportunities to	I will develop my understanding of playing games.  I will practise and further develop fundamental movement skills through games.  I will also learn how to score and play by the rules, how to work with a partner and begin to understand what a team is, as well as learning how to behave when winning and losing.		

	I will also play simple games and begin to understand and use rules.	counting to help me keep in time with the music.  I will perform to others and begin to provide simple feedback.	sequences.  I will begin to understand using levels and directions when traveling and <u>balancing.</u>	and with a partner	work independently and with a partner and will develop decision making and using simple tactics.	I will participate in Sports day and physical activities that are included within this.	
<b>Key Stage One</b>	<p><b>National Curriculum: Key stage 1:</b> 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.</p>						
<b>Year One</b>	<b>Ball skills</b>	<b>Dance</b>	<b>Gymnastics</b>	<b>Invasion games</b>	<b>Athletics</b>	<b>Striking and Fielding</b>	
	<p>I beginning to catch with two hands.</p> <p>I am beginning to dribble a ball with my hands and feet.</p> <p>I am beginning to understand simple tactics.</p> <p>I can roll and throw with some</p>	<p>I am beginning to use counts. I can copy, remember and repeat actions.</p> <p>I can move confidently and safely.</p> <p>I can use different parts of the body in isolation and together.</p>	<p>I am confident to perform in front of others.</p> <p>I can link simple actions together to create a sequence.</p> <p>I can make my body tense, relaxed, stretched and curled.</p>	<p>I am beginning to dribble a ball with my hands and feet.</p> <p>I can change direction to move away from a defender.</p> <p>I can recognise space when playing games.</p>	<p>I am able to throw towards a target.</p> <p>I am beginning to show balance and co-ordination when changing direction.</p> <p>I am developing overarm throwing.</p> <p>I can recognise changes in my</p>	<p>I can catch a beanbag and a medium-sized ball.</p> <p>I can roll a ball towards a target.</p> <p>I can hit a ball using my hand.</p> <p>I can track a ball that is coming towards me.</p>	

	<p>accuracy towards a target.</p> <p>I can say when someone was successful.</p> <p>I can track a ball that is coming towards me.</p> <p>I can work co-operatively with a partner.</p>	<p>I can work with others to share ideas and select actions.</p> <p>I choose appropriate movements for different dance ideas.</p> <p>I say what I liked about someone else's performance.</p> <p>I show some sense of dynamic and expressive qualities in my dance.</p>	<p>I can recognise changes in my body when I do exercise.</p> <p>I can remember and repeat actions and shapes.</p> <p>I can say what I liked about someone else's performance.</p> <p>I can use apparatus safely and wait for my turn.</p>	<p>I can send and receive a ball with hands and feet.</p> <p>I can use simple rules to play fairly.</p> <p>I move to stay with another player when defending.</p> <p>I recognise changes in my body when I do exercise.</p> <p>I understand when I am a defender and when I am an attacker.</p>	<p>body when I do exercise.</p> <p>I can run at different speeds.</p> <p>I can work with others and make safe choices.</p> <p>I try my best.</p> <p>I understand the difference between a jump, a leap and a hop and can choose which allows me to jump the furthest.</p>	<p>I know how to score points.</p> <p>I understand the rules and I am beginning to use these to play honestly and fairly.</p> <p>I understand when I am successful.</p>	
<b>Year Two</b>	<b>Ball skills</b>	<b>Dance</b>	<b>Gymnastics</b>	<b>Invasion games</b>	<b>Athletics</b>	<b>Striking and Fielding</b>	
	<p>I am beginning to provide feedback using key words.</p> <p>I am beginning to understand and use simple tactics.</p> <p>I can dribble a ball with my hands and</p>	<p>I am beginning to provide feedback using key words.</p> <p>I can copy, remember, repeat and create dance phrases.</p>	<p>I am beginning to provide feedback using key words.</p> <p>I am proud of my work and confident to perform in front of others.</p>	<p>I can describe how my body feels during exercise.</p> <p>I can dodge and find space away from the other team.</p>	<p>I show balance and co-ordination when running at different speeds.</p> <p>I can jump and land with control.</p> <p>I can use an overarm throw to</p>	<p>I am beginning to provide feedback using key words.</p> <p>I am developing underarm and overarm throwing skills.</p> <p>I can hit a ball using equipment</p>	

	<p>feet with some control.</p> <p>I can roll and throw a ball to hit a target.</p> <p>I can send and receive a ball using both kicking and throwing and catching skills.</p> <p>I can track a ball and collect it.</p> <p>I can work co-operatively with a partner and a small group.</p>	<p>I can describe how my body feels during exercise.</p> <p>I can show a character and idea through the actions and dynamics I choose.</p> <p>I can use counts to stay in time with the music.</p> <p>I can work with a partner using mirroring and unison in our actions.</p> <p>I show confidence to perform.</p>	<p>I can perform the basic gymnastic actions with some control and balance.</p> <p>I can plan and repeat simple sequences of actions.</p> <p>I can use directions and levels to make my work look interesting.</p> <p>I can use shapes when performing other skills.</p> <p>I can work safely with others and apparatus.</p>	<p>I can move with a ball towards goal.</p> <p>I can sometimes dribble a ball with my hands and feet.</p> <p>I can stay with another player to try and win the ball.</p> <p>I know how to score points and can remember the score.</p> <p>I know who is on my team and I can attempt to send the ball to them.</p>	<p>help me to throw for distance.</p> <p>I can work with others, taking turns and sharing ideas.</p> <p>I can identify good technique.</p> <p>I can describe how my body feels during exercise.</p> <p>I try my best.</p>	<p>with some consistency.</p> <p>I can track a ball and collect it.</p> <p>I can use simple tactics.</p> <p>I know how to score points and can remember the score.</p> <p>I understand the rules of the game and can use these to play fairly in a small group.</p>	
<p><b>Key stage Two</b></p>	<p><b>National Curriculum: Key stage 2:</b>                  Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating, and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.                  Pupils should be taught to:                  use running, jumping, throwing, and catching in isolation and in combination                  play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders, and tennis], and apply basic principles suitable for attacking and defending                  develop flexibility, strength, technique, control, and balance [for example, through athletics and gymnastics]                  perform dances using a range of movement patterns                  take part in outdoor and adventurous activity challenges both individually and within a team</p>						



	compare their performances with previous ones and demonstrate improvement to achieve their personal best.						
<b>Year Three</b>	<b>Netball (Invasion game)</b>	<b>Dance</b>	<b>Gymnastics  Tennis (Net and Wall)</b>	<b>Tag Rugby (Invasion game)</b>	<b>Athletics  Handball (Invasion game)</b>	<b>Rounder's (Striking and Fielding)  Football (Invasion game)</b>	
	<p>I am beginning to use simple tactics.</p> <p>I am learning the rules of the game and am beginning to use them honestly.</p> <p>I can communicate with my team and move into space to support them.</p> <p>I can defend an opponent and try to win the ball. I can pass, receive and shoot the ball with some control.</p> <p>I can provide feedback using key words.</p> <p>I understand my role as an attacker and as a defender.</p>	<p>I am respectful of others when watching them perform.</p> <p>I can provide feedback using key words.</p> <p>I can repeat, remember and perform a dance phrase.</p> <p>I can use counts to keep in time with a partner and group.</p> <p>I can use dynamic and expressive qualities in relation to an idea.</p> <p>I can work with a partner and in</p>	<p>I can adapt sequences to suit different types of apparatus.</p> <p>I can choose actions that flow well into one another.</p> <p>I can complete actions with increasing balance and control.</p> <p>I can use matching and contrasting actions in a partner sequence.</p> <p>I can provide feedback using key words.</p>	<p>I am learning the rules of the game and I am beginning to use them to play honestly.</p> <p>I can communicate with my team and move into space to help them.</p> <p>I can defend an opponent and attempt to tag them.</p> <p>I can move with a ball towards goal with increasing control.</p> <p>I can pass and receive the ball</p>	<p>I am developing jumping for distance.</p> <p>I can identify when I was successful.</p> <p>I can take part in a relay activity, remembering when to run and what to do.</p> <p>I can throw a variety of objects, changing my action for accuracy and distance.</p> <p>I can use different take off and landings when jumping.</p> <p>I can use key points to help me to improve my</p>	<p>I am able to bowl a ball towards a target.</p> <p>I am beginning to strike a bowled ball.</p> <p>I am developing an understanding of tactics and I am beginning to use them in game situations.</p> <p>I am learning the rules of the game and I am beginning to use them.</p> <p>I can provide feedback using key words.</p> <p>I can use overarm and underarm</p>	

	<p>I work cooperatively with my group to self-manage games.</p>	<p>a small group, sharing ideas.</p> <p>I create short dance phrases that communicate the idea.</p>	<p>I use a greater number of my own ideas for movements in response to a task.</p> <p>With help, I can recognise how performances could be improved.</p> <p><b><u>Tennis</u></b></p> <p>I am learning the rules of the game and</p> <p>I am beginning to use them to play fairly.</p> <p>I can provide feedback using key words.</p> <p>I can return a ball to a partner.</p> <p>I can use basic racket skills.</p> <p>I understand the aim of the game.</p> <p>I understand the benefits of exercise.</p>	<p>with some control.</p> <p>I can provide feedback using key words.</p> <p>I understand my role as an attacker and as a defender.</p> <p>I work cooperatively with my group to self-manage games.</p>	<p>sprinting technique.</p> <p>I can work with a partner and in a small group, sharing ideas.</p> <p>I show determination to achieve my personal best.</p> <p><b><u>Handball</u></b></p> <p>I am learning the rules of the game and am beginning to use them honestly.</p> <p>I can defend an opponent to slow them down.</p> <p>I can find space away from others and near to my goal.</p> <p>I can provide feedback using key words.</p> <p>I can throw, catch, dribble and shoot the ball with some control.</p>	<p>throwing and catching skills.</p> <p>I work co-operatively with my group to self-manage games.</p> <p><b><u>Football</u></b></p> <p>I am beginning to use simple tactics.</p> <p>I am learning the rules of the game and I am beginning to use them to play honestly and fairly.</p> <p>I can dribble, pass, receive and shoot the ball with some control.</p> <p>I can find space away from others and near to my goal.</p> <p>I can provide feedback using key words.</p> <p>I can track an opponent to slow them down.</p>	
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			I work cooperatively with my group to self-manage games.		I understand my role both as a defender and as an attacker.  I work co-operatively with my group to self-manage games.	I understand my role as an attacker and as a defender.  I work co-operatively with my group to self-manage games.	
<b>Year Four</b>	<b>Basketball (Invasion game)</b>	<b>Dance</b>	<b>Gymnastics Skipping</b>	<b>Uni – hockey (Invasion game)</b>	<b>Athletics</b>	<b>Kwik cricket (Striking and Fielding)</b>	
	<p>I can delay an opponent and help to prevent the other team from scoring.</p> <p>I can dribble, pass, receive and shoot the ball with increasing control.</p> <p>I can move to space to help my team to keep possession and score goals.</p> <p>I can provide feedback using key terminology and understand what I need to do to improve.</p>	<p>I can choose actions and dynamics to convey a character or idea.</p> <p>I can copy and remember set choreography.</p> <p>I can provide feedback using appropriate language relating to the lesson.</p> <p>I can respond imaginatively to a range of stimuli relating</p>	<p>I can explain what happens to my body when I exercise and how this helps to make me healthy.</p> <p>I can plan and perform sequences with a partner that include a change of level and shape.</p> <p>I can provide feedback using appropriate language relating to the lesson.</p>	<p>I can delay an opponent and help to prevent the other team from scoring.</p> <p>I can dribble, pass, receive and shoot the ball with increasing control.</p> <p>I can move to space to help my team to keep possession and score goals.</p> <p>I can provide feedback using key terminology and understand</p>	<p>I can demonstrate the difference in sprinting and jogging techniques.</p> <p>I can explain what happens in my body when I warm up.</p> <p>I can identify when I was successful and what I need to do to improve.</p> <p>I can jump for distance with balance and control.</p> <p>I can throw with some accuracy</p>	<p>I am able to bowl a ball with some accuracy and consistency.</p> <p>I am learning the rules of the game and I am beginning to use them to play honestly and fairly.</p> <p>I can communicate with my teammates to apply simple tactics.</p> <p>I can persevere when learning a new skill.</p>	

	<p>I can use simple tactics to help my team score or gain possession.</p> <p>I share ideas and work with others to manage our game.</p> <p>I understand the rules of the game and I can use them often and honestly</p>	<p>to character and narrative.</p> <p>I can use changes in timing and spacing to develop a dance</p> <p>I can use counts to keep in time with others and the music.</p> <p>I can use simple movement patterns to structure dance phrases on my own, with a partner and in a group.</p> <p>I show respect for others when working as a group and watching others perform.</p>	<p>I can safely perform balances individually and with a partner.</p> <p>I can watch, describe and suggest possible improvements to others' performances and my own.</p> <p>I understand how body tension can improve the control and quality of my movements.</p>	<p>what I need to do to improve.</p> <p>I can use simple tactics to help my team score or gain possession.</p> <p>I share ideas and work with others to manage our game.</p> <p>I understand the rules of the game and I can use them often and honestly.</p>	<p>and power to a target area.</p> <p>I show determination to improve my personal best.</p> <p>I support and encourage others to work to their best.</p>	<p>I can provide feedback using key terminology and understand what I need to do to improve.</p> <p>I can strike a bowled ball after a bounce.</p> <p>I can use overarm and underarm throwing, and catching skills with increasing accuracy.</p> <p>I share ideas and work with others to manage our game.</p>	
<b>Year Five</b>	<b>Netball (Invasion game)</b>	<b>Dance</b>	<b>Gymnastics</b> <b>Tennis (Net and Wall)</b>	<b>Tag Rugby (Invasion game)</b>	<b>Athletics</b> <b>Handball (Invasion game)</b>	<b>Rounder's (Striking and Fielding)</b>	
	I can communicate with my team and move into space to	I can accurately copy and repeat set choreography.	I can create and perform sequences using	I can communicate with my team and move into	I can choose the best pace for a running event.	I am beginning to strike a ball with a rounders bat.	

	<p>keep possession and score.</p> <p>I can identify when I was successful and what I need to do to improve.</p> <p>I can pass, receive and shoot the ball with some control under pressure.</p> <p>I can stay with an opponent and I confident to attempt to intercept.</p> <p>I know what position I am playing in and how to contribute when attacking and defending.</p> <p>I understand the need for tactics and can identify when to use them in different situations.</p> <p>I understand the rules of the game and I can apply them honestly most of the time.</p>	<p>I can choreograph phrases individually and with others considering actions and dynamics.</p> <p>I can confidently perform different styles of dance, clearly and fluently, showing a good sense of timing.</p> <p>I can lead a group through short warm-up routines.</p> <p>I can refine the way I use actions, dynamics, relationships and space in my dance in response to a stimulus.</p> <p>I can suggest ways to improve my own and other people's work using key terminology.</p>	<p>apparatus, individually and with a partner.</p> <p>I can lead a partner through short warm-up routines.</p> <p>I can use canon and synchronisation, and mirroring when performing with a partner and a group and say how it affects the performance.</p> <p>I can use feedback provided to improve my work.</p> <p>I can use set criteria to make simple judgments about performances and suggest ways they could be improved.</p>	<p>space to keep possession and score.</p> <p>I can identify when I was successful and what I need to do to improve.</p> <p>I can pass and receive the ball with some control under pressure.</p> <p>I can tag opponents and close down space.</p> <p>I know what position I am playing in and how to contribute when attacking and defending.</p> <p>I understand the need for tactics and can identify when to use them in different situations.</p> <p>I understand the rules of the game and I can apply them</p>	<p>I can identify good athletic performance and explain why it is good.</p> <p>I can perform a range of jumps showing some technique.</p> <p>I can show control at take-off and landing in jumping activities.</p> <p>I can take on the role of coach, official and timer when working in a group.</p> <p>I can use feedback to improve my sprinting technique.</p> <p>I persevere to achieve my personal best.</p> <p>I show accuracy and power when throwing for distance.</p> <p><b>Handball</b></p>	<p>I am developing a wider range of fielding skills and I am beginning to use these under some pressure.</p> <p>I can identify when I was successful and what I need to do to improve.</p> <p>I can work co-operatively with others to manage our game.</p> <p>I understand the need for tactics and can identify when to use them in different situations.</p> <p>I understand the rules of the game and I can apply them honestly most of the time.</p> <p>I understand there are different skills for different situations and I am beginning to use this.</p>	
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	<p>I understand there are different skills for different situations and I am beginning to apply this.</p>	<p>I can use counts when choreographing to stay in time with others and the music.</p> <p>I can use feedback provided to improve my work.</p>	<p>I can use strength and flexibility to improve the quality of a performance.</p> <p>I can work safely when learning a new skill to keep myself and others safe.</p> <p><b><u>Tennis</u></b></p> <p>I am developing a wider range of skills and I am beginning to use these under some pressure.</p> <p>I can identify how different activities can benefit my physical health.</p> <p>I can identify when I was successful and what I need to do to improve.</p> <p>I can work cooperatively with others to</p>	<p>honestly most of the time</p> <p>I understand there are different skills for different situations and I am beginning to apply this</p>	<p>I can lead others and contribute my ideas to group work.</p> <p>I can apply defensive skills individually and as a team to gain possession, deny space and stop goals.</p> <p>I can dribble, pass, receive and shoot the ball with some control under pressure.</p> <p>I communicate with my team and move into space to help to maintain possession.</p> <p>I understand the need for tactics and can identify when to use them in different situations.</p> <p>I understand the rules and can apply them honestly most of the time including when refereeing.</p>		
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			<p>manage our game.</p> <p>I understand the need for tactics and can identify when to use them in different situations.</p> <p>I understand there are different skills for different situations and I am beginning to apply this.</p>				
<b>Year Six</b>	<b>Basketball (Invasion game)</b>	<p><b>Dance</b></p> <p><b>Dodgeball (Invasion game)</b></p>	<p><b>Gymnastics</b></p> <p><b>OAA</b></p>	<p><b>Uni – hockey (Invasion game)</b></p> <p><b>Badminton (Net and Wall)</b></p>	<p><b>Athletics</b></p> <p><b>Volleyball (Net and Wall)</b></p>	<p><b>Kwik cricket (Striking and Fielding)</b></p> <p><b>Football (Invasion game)</b></p>	
	<p>I can create and use space to help my team.</p> <p>I can dribble, pass, receive and shoot the ball with increasing control under pressure.</p> <p>I can select the appropriate action for the situation</p>	<p>I can choreograph a dance and work safely using a prop.</p> <p>I can lead a small group through a short warm-up routine.</p>	<p>I can combine and perform gymnastic actions, shapes and balances with control and fluency.</p> <p>I can create and perform sequences using compositional</p>	<p>I can create and use space to help my team.</p> <p>I can dribble, pass, receive and shoot the ball with increasing control under pressure.</p>	<p>I can help others to improve their technique using key teaching points.</p> <p>I can identify my own and others' strengths and areas for development and can suggest ways to improve.</p>	<p>I can select the appropriate action for the situation.</p> <p>I can strike a bowled ball with increasing consistency and accuracy.</p> <p>I can use a wider range of fielding skills with</p>	

	<p>and make this decision quickly.</p> <p>I can use the rules of the game honestly and consistently.</p> <p>I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.</p> <p>I can work in collaboration with others so that games run smoothly.</p> <p>I recognise my own and others strengths and areas for development and can suggest ways to improve.</p> <p>I understand when to use different styles of defence in game situations.</p>	<p>I can perform dances confidently and fluently with accuracy and good timing.</p> <p>I can refine the way I use actions, dynamics and relationships to represent ideas, emotions, feelings and characters.</p> <p>I can use appropriate language to evaluate and refine my own and others' work.</p> <p>I can use feedback provided to improve the quality of my work.</p> <p>I can work creatively and imaginatively on my own, with a partner and in a group to choreograph</p>	<p>devices to improve the quality.</p> <p>I can lead a small group through a short warm-up routine.</p> <p>I can use appropriate language to evaluate and refine my own and others' work.</p> <p>I can work collaboratively with others to create a sequence.</p> <p>I understand how to work safely when learning a new skill.</p> <p>I understand what counter balance and counter tension is and can show examples with a partner.</p>	<p>I can select the appropriate action for the situation and make this decision quickly.</p> <p>I can use marking, tackling and/or interception to improve my defence.</p> <p>I can use the rules of the game consistently to play honestly and fairly.</p> <p>I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.</p> <p>I can work in collaboration with others so that games run smoothly.</p> <p>I recognise my own and others strengths and areas for</p>	<p>I can perform jumps for distance using good technique</p> <p>I can select and apply the best pace for a running event.</p> <p>I can show accuracy and good technique when throwing for distance.</p> <p>I understand that there are different areas of fitness and how this helps me in different activities.</p> <p>I use different strategies to persevere to achieve my personal best.</p> <p><b><u>Volleyball</u></b></p> <p>I am confident to make decisions when refereeing.</p> <p>I can select the appropriate action for the situation</p>	<p>increasing control under pressure.</p> <p>I can use the rules of the game consistently to play fairly.</p> <p>I can work in collaboration with others so that games run smoothly.</p> <p>I recognise my own and others strengths and areas for development and can suggest ways to improve.</p> <p>I understand and can apply some tactics in the game as a batter, bowler and fielder.</p> <p><b><u>Football</u></b></p> <p>I can create and use space to help my team.</p> <p>I can dribble, pass, receive and shoot the ball with</p>	
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		<p>and structure dances</p> <p><b><u>Dodgeball</u></b></p> <p>I can officiate and help to manage a game by refereeing.</p> <p>I can select the appropriate action for the situation and make this decision quickly.</p> <p>I can use a wider range of skills with increasing control under pressure.</p> <p>I can use the rules of the game consistently to play honestly and fairly.</p> <p>I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.</p>	<p><b><u>OAA</u></b></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 group, selecting and applying the best method to solve a problem.</p> <p>I can use critical thinking skills to form ideas and strategies to solve challenges.</p> <p>I can work effectively with a partner and a group to solve challenges.</p> <p>With increasing accuracy, I can reflect on when</p>	<p>development and can suggest ways to improve.</p> <p><b><u>Badminton</u></b></p> <p>I can select the appropriate action for the situation and make this decision quickly.</p> <p>I can use a wider range of skills with increasing control under pressure.</p> <p>I can use feedback provided to improve the quality of my work.</p> <p>I can use the rules of the game consistently to play honestly and fairly.</p> <p>I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.</p> <p>I can work in collaboration with others so that games run smoothly.</p> <p>I recognise my own and others strengths and areas for development and</p>	<p>and make this decision quickly.</p> <p>I can use a wider range of skills with increasing control under pressure.</p> <p>I can use feedback provided to improve the quality of my work.</p> <p>I can use the rules of the game consistently to play honestly and fairly.</p> <p>I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.</p> <p>I can work in collaboration with others so that games run smoothly.</p> <p>I recognise my own and others strengths and areas for development and</p>	<p>increasing control under pressure.</p> <p>I can select the appropriate action for the situation and make this decision quickly.</p> <p>I can use marking, tackling and/or interception to improve my defence.</p> <p>I can use the rules of the game consistently to play honestly and fairly.</p> <p>I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.</p> <p>I recognise my own and others strengths and areas for development and can suggest ways to improve.</p>	
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