

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	FMS / FSS	FMS / FSS	SSS	SSS	FSS	SSS
Reception	Introduction to PE	Multi-Skills (Fundamentals)	Dance	Gymnastics	Ball Skills	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	SSS Tag Rugby (Invasion Game) Skipping	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 Swimming	SSS Uni-Hockey (Invasion Game) Swimming	SSS Athletics	SSS Kwik Cricket (Striking & Fielding)

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

Key:

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

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Fitness LTP	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2 ^{n lave, grow or}
Reception						
Year 1	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.
Year 2	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 coordination.
Year 3	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
Year 4	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
Year 5	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.
Year 6	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 Early	Physical Developme						
Years	Gross Motor Skills 0 - Negotiate space ar - Demonstrate streng - Move energetically Introduction into	nd obstacles safely, gth, balance and co	with consideration ordination when pla	for themselves and aying;		Athletics	
	PE PE	fundamentals	Dance	Cymnustics	Dan Skiiis	Atmotios	
Reception	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	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	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	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.	



	l will also play	counting to help	sequences.	and with a	work	I will participate in	
	simple games and	me keep in	•	partner	independently and	Sports day and	
	begin to	time with the	I will begin to	F	with a partner and	physical activities	
	understand and	music.	understand		will develop	that are included	
	use rules.		using levels and		decision making	within this.	
	400 14100.	I will perform to	directions when		and using simple	within thio.	
		others and	traveling and		tactics.		
			•		lactics.		
		begin to provide	balancing.				
		simple					
1.		feedback.					
Key Stage	National Curriculur						
One					petent and confident a		
					vith others. They shou		
		ainst self and again	st others) and co-o	perative physical act	ivities, in a range of ir	creasingly challengin	ıg
	situations.						
	Pupils should be tau	ght to:					
			ing, jumping, throw	ing, and catching, as	well as developing b	alance, agility, and co)-
	ordination, and begin			J, J,	1 3	, 3 ,,	
	participate in team g			acking and defending	n		
	perform dances usin			a.o	9		
	portorni darioco dom	g diripio movemen	pattorno.				
Year One	Ball skills	Dance	Gymnastics	Invasion games	Athletics	Striking and	
				J		_	
	i					Fieldina	
	I beginning to	I am beginning	I am confident	I am beginning to	I am able to throw	Fielding I can catch a	
	I beginning to	I am beginning	I am confident	I am beginning to	I am able to throw	I can catch a	
	catch with two	to use counts. I	to perform in	dribble a ball	I am able to throw towards a target.	I can catch a beanbag and a	
	•	to use counts. I can copy,		dribble a ball with my hands	towards a target.	I can catch a beanbag and a medium-sized	
	catch with two hands.	to use counts. I can copy, remember and	to perform in front of others.	dribble a ball	towards a target. I am beginning to	I can catch a beanbag and a	
	catch with two hands. I am beginning to	to use counts. I can copy,	to perform in front of others. I can link simple	dribble a ball with my hands and feet.	towards a target. I am beginning to show balance and	I can catch a beanbag and a medium-sized ball.	
	catch with two hands. I am beginning to dribble a ball with	to use counts. I can copy, remember and repeat actions.	to perform in front of others. I can link simple actions together	dribble a ball with my hands and feet. I can change	towards a target. I am beginning to show balance and co-ordination	I can catch a beanbag and a medium-sized ball. I can roll a ball	
	catch with two hands. I am beginning to dribble a ball with my hands and	to use counts. I can copy, remember and repeat actions.	to perform in front of others. I can link simple actions together to create a	dribble a ball with my hands and feet. I can change direction to move	towards a target. I am beginning to show balance and co-ordination when changing	I can catch a beanbag and a medium-sized ball.	
	catch with two hands. I am beginning to dribble a ball with	to use counts. I can copy, remember and repeat actions. I can move confidently and	to perform in front of others. I can link simple actions together	dribble a ball with my hands and feet. I can change direction to move away from a	towards a target. I am beginning to show balance and co-ordination	I can catch a beanbag and a medium-sized ball. I can roll a ball towards a target.	
	catch with two hands. I am beginning to dribble a ball with my hands and feet.	to use counts. I can copy, remember and repeat actions.	to perform in front of others. I can link simple actions together to create a sequence.	dribble a ball with my hands and feet. I can change direction to move	towards a target. I am beginning to show balance and co-ordination when changing direction.	I can catch a beanbag and a medium-sized ball. I can roll a ball towards a target. I can hit a ball	
	catch with two hands. I am beginning to dribble a ball with my hands and feet. I am beginning to	to use counts. I can copy, remember and repeat actions. I can move confidently and	to perform in front of others. I can link simple actions together to create a sequence. I can make my	dribble a ball with my hands and feet. I can change direction to move away from a	towards a target. I am beginning to show balance and co-ordination when changing	I can catch a beanbag and a medium-sized ball. I can roll a ball towards a target.	
	catch with two hands. I am beginning to dribble a ball with my hands and feet.	to use counts. I can copy, remember and repeat actions. I can move confidently and	to perform in front of others. I can link simple actions together to create a sequence.	dribble a ball with my hands and feet. I can change direction to move away from a	towards a target. I am beginning to show balance and co-ordination when changing direction.	I can catch a beanbag and a medium-sized ball. I can roll a ball towards a target. I can hit a ball	
	catch with two hands. I am beginning to dribble a ball with my hands and feet. I am beginning to	to use counts. I can copy, remember and repeat actions. I can move confidently and safely.	to perform in front of others. I can link simple actions together to create a sequence. I can make my	dribble a ball with my hands and feet. I can change direction to move away from a defender.	towards a target. I am beginning to show balance and co-ordination when changing direction. I am developing	I can catch a beanbag and a medium-sized ball. I can roll a ball towards a target. I can hit a ball	
	catch with two hands. I am beginning to dribble a ball with my hands and feet. I am beginning to understand simple	to use counts. I can copy, remember and repeat actions. I can move confidently and safely. I can use	to perform in front of others. I can link simple actions together to create a sequence. I can make my body tense,	dribble a ball with my hands and feet. I can change direction to move away from a defender. I can recognise space when	towards a target. I am beginning to show balance and co-ordination when changing direction. I am developing overarm throwing.	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.	
	catch with two hands. I am beginning to dribble a ball with my hands and feet. I am beginning to understand simple	to use counts. I can copy, remember and repeat actions. I can move confidently and safely. I can use different parts of	to perform in front of others. I can link simple actions together to create a sequence. I can make my body tense, relaxed,	dribble a ball with my hands and feet. I can change direction to move away from a defender. I can recognise	towards a target. I am beginning to show balance and co-ordination when changing direction. I am developing	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	



	accuracy towards a target. I can say when someone was successful. I can track a ball that is coming towards me. I can work cooperatively with a partner.	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.	I can recognise changes in my body when I do exercise. I can remember and repeat actions and shapes. I can say what I liked about someone else's performance. I can use apparatus safely and wait for my turn.	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.	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.	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.	
Year Two	Ball skills	Dance	Gymnastics	Invasion games	Athletics	Striking and Fielding	
	I am beginning to provide feedback using key words. I am beginning to understand and use simple tactics. I can dribble a ball with my hands and	I am beginning to provide feedback using key words. I can copy, remember, repeat and create dance phrases.	I am beginning to provide feedback using key words. I am proud of my work and confident to perform in front of others.	I can describe how my body feels during exercise. I can dodge and find space away from the other team.	I show balance and co-ordination when running at different speeds. I can jump and land with control. I can use an overarm throw to	I am beginning to provide feedback using key words. I am developing underarm and overarm throwing skills. I can hit a ball using equipment	



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	feet with some control. I can roll and throw a ball to hit a target. I can send and receive a ball using both kicking and throwing and catching skills. I can track a ball and collect it. I can work cooperatively with a partner and a small group.	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	I can perform the basic gymnastic actions with some control and balance. I can plan and repeat simple sequences of actions. I can use directions and levels to make my work look interesting. I can use shapes when performing other skills.	I can move with a ball towards goal. I can sometimes dribble a ball with my hands and feet. I can stay with another player to try and win the ball. I know how to score points and can remember the score. I know who is on my team and I can attempt to send the ball to them	help me to throw for distance. I can work with others, taking turns and sharing ideas. I can identify good technique. I can describe how my body feels during exercise. I try my best.	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.	**Stageory for the second seco
		confidence to perform.	I can work safely with others and	them.			
Key stage Two	link them to make ac with each other. The learn how to evaluat Pupils should be tau use running, jumping play competitive gar netball, rounders, ar develop flexibility, st perform dances usir	ue to apply and develons and sequence sy should develop a see and recognise the light to: g, throwing, and cate mes, modified where and tennis], and apply rength, technique, and a range of mover	es of movement. The understanding of eir own success. The ching in isolation are appropriate [for expression of the control, and balance ment patterns	hey should enjoy con how to improve in di nd in combination xample, badminton, uitable for attacking a	gh athletics and gymn	ating, and competing ies and sports and tball, hockey,	



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



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	a small group,	I use a greater	with some	sprinting	throwing and	
I work	sharing ideas.	number of my	control.	technique.	catching skills.	
cooperatively with		own ideas for		1 20		
my group to self-	I create short	movements in	I can provide	I can work with a	I work co-	
manage games.	dance phrases	response to a	feedback using	partner and in a	operatively with	
	that	task.	key words.	small group,	my group to self-	
	communicate	MCO bala Lasa	Locado noto e de con-	sharing ideas.	manage games.	
	the idea.	With help, I can	I understand my	Labarra	Facetta II	
		recognise how	role as an	I show	<u>Football</u>	
		performances could be	attacker and as a defender.	determination to	Lom boginning to	
			derender.	achieve my	I am beginning to	
		improved.	l work	personal best.	use simple tactics.	
		<u>Tennis</u>	cooperatively	Handball	lactics.	
		<u>i eiiiis</u>	with my group to	<u>Hanuban</u>	I am learning the	
		I am learning	self-manage	I am learning the	rules of the game	
		the rules of the	games.	rules of the game	and I am	
		game and	games.	and am beginning	beginning to use	
		gamo ana		to use them	them to play	
		I am beginning		honestly.	honestly and	
		to use them to		nonodiy.	fairly.	
		play fairly.		I can defend an	i amiyi	
		p.c., .c, .		opponent to slow	I can dribble,	
		I can provide		them down.	pass, receive and	
		feedback using			shoot the ball with	
		key words.		I can find space	some control.	
		I can return a		away from others		
		ball to a partner.		and near to my	I can find space	
				goal.	away from others	
		I can use basic			and near to my	
		racket skills.		I can provide	goal.	
				feedback using		
		I understand		key words.	I can provide	
		the aim of the			feedback using	
		game.		I can throw, catch,	key words.	
				dribble and shoot		
		I understand		the ball with some	I can track an	
		the benefits of		control.	opponent to slow	
		exercise.			them down.	

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"Happy tagether in God's	family

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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 selfmanage games.	I understand my role as an attacker and as a defender. I work cooperatively with my group to selfmanage games.	
Year Four	Basketball (Invasion game)	Dance	Gymnastics Skipping	Uni – hockey (Invasion game)	Athletics	Kwik cricket (Striking and Fielding)	
	I can delay an opponent and help to prevent the other team from scoring. I can dribble, pass, receive and shoot the ball with increasing control. I can move to space to help my team to keep possession and score goals. I can provide feedback using key terminology and understand what I need to do to improve.	I can 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	I can explain what happens to my body when I exercise and how this helps to make me healthy. I can plan and perform sequences with a partner that include a change of level and shape. I can provide feedback using appropriate language relating to the lesson.	I can delay an opponent and help to prevent the other team from scoring. I can dribble, pass, receive and shoot the ball with increasing control. I can move to space to help my team to keep possession and score goals. I can provide feedback using key terminology and understand	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	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.	



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Year Five	I can use simple tactics to help my team score or gain possession. I share ideas and work with others to manage our game. I understand the rules of the game and I can use them often and honestly Netball (Invasion game)	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. Dance	I can safely perform balances individually and with a partner. I can watch, describe and suggest possible improvements to others' performances and my own. I understand how body tension can improve the control and quality of my movements. Gymnastics Tennis (Net	what I need to do to improve. I can use simple tactics to help my team score or gain possession. I share ideas and work with others to manage our game. I understand the rules of the game and I can use them often and honestly. Tag Rugby (Invasion game)	and power to a target area. I show determination to improve my personal best. I support and encourage others to work to their best. Athletics Handball	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. Rounder's (Striking and Fielding)	
			Tennis (Net and Wall)		Handball (Invasion game)	Fielding)	
	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.	



keep possession		apparatus,	space to keep	I can identify good	I am developing a	we lo
and score.	I can	individually and	possession and	athletic	wider range of	
	choreograph	with a partner.	score.	performance and	fielding skills and I	
I can identify when	phrases	•		explain why it is	am beginning to	
l was successful	individually and	I can lead a	I can identify	good.	use these under	
and what I need to	with others	partner through	when I was	5	some pressure.	
do to improve.	considering	short warm-up	successful and	I can perform a	'	
,	actions and	routines.	what I need to do	range of jumps	I can identify	
I can pass, receive	dynamics.		to improve.	showing some	when I was	
and shoot the ball	,	I can use canon	'	technique.	successful and	
with some control	I can confidently	and	I can pass and	,	what I need to do	
under pressure.	perform	synchronisation,	receive the ball	I can show control	to improve.	
·	different styles	and matching	with some	at take-off and	·	
I can stay with an	of dance, clearly	and mirroring	control under	landing in jumping	I can work co-	
opponent and I	and fluently,	when	pressure.	activities.	operatively with	
confident to	showing a good	performing with			others to manage	
attempt to	sense of timing.	a partner and a	I can tag	I can take on the	our game.	
intercept.		group and say	opponents and	role of coach,		
	I can lead a	how it affects	close down	official and timer	I understand the	
I know what	group through	the	space.	when working in a	need for tactics	
position I am	short warm-up	performance.		group.	and can identify	
playing in and how	routines.		I know what		when to use them	
to contribute when		I can use	position I am	I can use	in different	
attacking and	I can refine the	feedback	playing in and	feedback to	situations.	
defending.	way I use	provided to	how to contribute	improve my		
	actions,	improve my	when attacking	sprinting	I understand the	
I understand the	dynamics,	work.	and defending.	technique.	rules of the game	
need for tactics	relationships				and I can apply	
and can identify	and space in my	I can use set	I understand the	I persevere to	them honestly	
when to use them	dance in	criteria to make	need for tactics	achieve my	most of the time.	
in different	response to a	simple	and can identify	personal best.		
situations.	stimulus.	judgments	when to use	Labarra	I understand there	
l ala nata na li tla a	Laan arranaat	about	them in different	I show accuracy	are different skills	
I understand the	I can suggest	performances	situations.	and power when	for different	
rules of the game	ways to improve	and suggest	Lundaratand the	throwing for	situations and I	
and I can apply them honestly	my own and	ways they could	I understand the rules of the	distance.	am beginning to use this.	
most of the time.	other people's	be improved.	game and I can	Handball	use IIIIs.	
most of the time.	work using key terminology.		apply them	<u>Handball</u>		
	terrinology.		αρριγ ιποπ			



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I understand there		I can use	honestly most of	I can lead others	
are different skills	I can use counts	strength and	the time	and contribute my	
for different	when	flexibility to		ideas to group	
situations and I am	choreographing	improve the	I understand	work.	
beginning to apply	to stay in time	quality of a	there are		
this.	with others and	performance.	different skills for	I can apply	
	the music.		different	defensive skills	
		I can work	situations and I	individually and as	
	I can use	safely when	am beginning to	a team to gain	
	feedback	learning a new	apply this	possession, deny	
	provided to	skill to keep		space and stop	
	improve my	myself and		goals.	
	work.	others safe.			
				I can dribble,	
		<u>Tennis</u>		pass, receive and	
				shoot the ball with	
		I am developing		some control	
		a wider range of		under pressure.	
		skills and I am			
		beginning to		I communicate	
		use these under		with my team and	
		some pressure.		move into space	
				to help to maintain	
		I can identify		possession.	
		how different			
		activities can		I understand the	
		benefit my		need for tactics	
		physical health.		and can identify	
				when to use them	
		I can identify		in different	
		when I was		situations.	
		successful and			
		what I need to		I understand the	
		do to improve.		rules and can	
				apply them	
		I can work		honestly most of	
		cooperatively		the time including	
		with others to		when refereeing.	

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"Hoppy together in God's	family

							we lo
			manage our game. I understand the need for tactics and can identify when to use them in different situations. I understand there are different skills for different situations and I am beginning to apply this.				
			-117				
Year Six	Basketball (Invasion game)	Dance	Gymnastics	Uni – hockey (Invasion game)	Athletics	Kwik cricket (Striking and Fielding)	
		Dodgeball (Invasion game)	OAA	Badminton (Net and Wall)	Volleyball (Net and Wall)	Football (Invasion game)	
	I can create and use space to help my team.	I can choreograph a dance and work safely using a	I can combine and perform gymnastic actions, shapes	I can create and use space to help my team.	I can help others to improve their technique using key teaching	I can select the appropriate action for the situation.	
	I can dribble, pass, receive and shoot	prop.	and balances with control and	I can dribble, pass, receive	points.	I can strike a bowled ball with	
	the ball with increasing control	I can lead a small group	fluency.	and shoot the ball with	I can identify my own and others'	increasing consistency and	
	under pressure.	through a short warm-up	I can create and perform	increasing control under	strengths and areas for	accuracy.	
	I can select the appropriate action for the situation	routine.	sequences using compositional	pressure.	development and can suggest ways to improve.	I can use a wider range of fielding skills with	
	וטו נווכ אנעמנוטוו		Compositional		Lo improve.	SKIIIS WILLI	



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



and structure		development and	and make this	increasing control
dances	OAA	can suggest	decision quickly.	under pressure.
		ways to improve.	. ,	·
<u>Dodgeball</u>	I am inclusive of		I can use a wider	I can select the
	others, can	Badminton	range of skills with	appropriate action
I can officiate	share job roles		increasing control	for the situation
and help to	and lead when	I can select the	under pressure.	and make this
manage a game	necessary.	appropriate	·	decision quickly.
by refereeing.		action for the	I can use	. ,
, ,	I can orientate a	situation and	feedback provided	I can use
I can select the	map efficiently	make this	to improve the	marking, tackling
appropriate	to navigate	decision quickly.	quality of my work.	and/or
action for the	around a	' '	, , ,	interception to
situation and	course.	I can use a wider	I can use the rules	improve my
make this		range of skills	of the game	defence.
decision quickly.	I can pool ideas	with increasing	consistently to	
	within a group,	control under	play honestly and	I can use the
I can use a	selecting and	pressure.	fairly.	rules of the game
wider range of	applying the	·	•	consistently to
skills with	best method to	I can use	I can work	play honestly and
increasing	solve a	feedback	collaboratively to	fairly.
control under	problem.	provided to	create tactics with	
pressure.	'	improve the	my team and	I can work
	I can use critical	quality of my	evaluate the	collaboratively to
I can use the	thinking skills to	work.	effectiveness of	create tactics with
rules of the	form ideas and		these.	my team and
game	strategies to	I can use the		evaluate the
consistently to	solve	rules of the	I can work in	effectiveness of
play honestly	challenges.	game	collaboration with	these.
and fairly.		consistently to	others so that	
	I can work	play honestly	games run	I recognise my
I can work	effectively with	and fairly.	smoothly.	own and others
collaboratively	a partner and a	•	•	strengths and
to create tactics	group to solve	I can work	I recognise my	areas for
with my team	challenges.	collaboratively to	own and others	development and
and evaluate		create tactics	strengths and	can suggest ways
the	With increasing	with my team	areas for	to improve.
effectiveness of	accuracy, I can	and evaluate the	development and	
these.	reflect on when			

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	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.	and how I successful at solving challenges and alter my methods in order to improve.	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.	can suggest ways to improve.			
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