



Early Learning Goals

Pupils should 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.

Nursery

Threads	Nursery Objectives
Physical Competence	To begin to differentiate between running and walking, movement, and stillness.
Decision Making	To make attempt to avoid opponents in a simple game.
Analysis, Evaluation and Improvement	To begin to listen to adult input on taught skills and attempt to make changes from feedback.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Settling in, ring games in class, continuous outdoor provision, yoga	Gymnastics <ul style="list-style-type: none"> - To attempt to hold a balance with lots of wobbling/falling - To move around a space following some simple instructions e.g. walk around, move faster, move like a snake 	Multi skills <ul style="list-style-type: none"> - To attempt to hold a balance with lots of wobbling/falling - To move around a space following some simple instructions e.g. walk around, move faster, move like a snake 	Athletics <ul style="list-style-type: none"> - To run with purpose e.g. retrieve or race. - To jump one time with purpose, beginning to incorporate arms to influence movement 	Dance <ul style="list-style-type: none"> - To move to music with some awareness of rhythm or repetition e.g. following actions described by a song or stopping on a beat/phrase 	

		<ul style="list-style-type: none"> - To move across a mat in a rolling style - With a high degree of supervision to use age appropriate equipment like a bench. - To make some marked attempts to look at, listen to and copy adults. 	<ul style="list-style-type: none"> - To begin to roll a ball along the ground with attempts to aim and direct it. - To attempt to drop and catch a large ball. - To make concerted attempts to catch objects e.g. looking and holding out hands 	<ul style="list-style-type: none"> - To make attempts to throw an object into/at a target 	<ul style="list-style-type: none"> - To make attempts to copy movements - To begin to understand dances may link together and repeat in a sequence. 	
--	--	--	--	--	---	--

Reception

Threads	Reception Objectives
Physical Competence	To begin to understand and create intentions around moving their body e.g. making attempt to go faster or stop.
	To begin to have an awareness of the fundamental movement skills (FMS) -running, jumping, throwing and catching.
Decision Making	To play simple tag games and alter play depending on their role.
	To begin to find space independently.
Analysis, Evaluation and Improvement	To observe and make attempt to replicate adults' actions
	To start to adapt their actions to suit different activities

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Settling in, ring games in class, continuous outdoor provision informed by multi skills planning	Gymnastics <ul style="list-style-type: none"> - To attempt to hold a balance with lots of wobbling/falling 	Games kicking with feet <ul style="list-style-type: none"> - To combine movement and a small degree of ball control, 	Games throwing and catching <ul style="list-style-type: none"> - To mostly be successful when throwing and 	Athletics <ul style="list-style-type: none"> - To make some guided changes to running in order to alter 	Dance <ul style="list-style-type: none"> - To move to music with awareness of rhythm or repetition

		<ul style="list-style-type: none"> - To move around a space following some simple instructions e.g. walk around, move faster, move like a snake as well as making some decisions about movement independently - To move across a mat in a rolling style which may begin to resemble a log roll or egg roll - With some supervision to use age appropriate equipment like a bench. - To regularly look at, listen to and copy adults' actions and instructions. 	<p>understanding which ball is theirs and making attempts to direct it.</p> <ul style="list-style-type: none"> - To kick a ball towards a target such as a partner or goal. 	<p>catching a variety of objects.</p> <ul style="list-style-type: none"> - To begin to throw and catch whilst moving. 	<p>or improve technique</p> <ul style="list-style-type: none"> - To make attempts at jumping for height and distance with a degree of understanding of stillness when landing. - To make attempts to throw an object into/at a target 	<p>e.g. following actions described by a song or stopping on a beat/phrase</p> <ul style="list-style-type: none"> - To copy movements - To begin to link together 2 or more moves to create the foundations of a sequence.
--	--	--	--	--	---	--

Key Stage 1

National Curriculum	<p>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.</p> <p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> - Master basic movements including running, jumping, throwing and catching as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities - Participate in team games, developing simple tactics for attacking and defending - Perform dances using simple movement patterns.
----------------------------	--

Year 1

Threads	Year 1 Objectives
Physical Competence	<p>To perform whole body and fine movements with some control. Whilst moving or still, children are beginning to maintain their equilibrium with some consistency and are beginning to react to a stimulus to change their speed or direction</p> <p>To begin to master fundamental movement skills (FMS)</p>
Decision Making	<p>With support, to occasionally use simple tactics and compositional ideas</p> <p>To work appropriately within different environments (stay in a defined area)</p>
Analysis, Evaluation and Improvement	<p>To observe and comment on their own and others' actions</p> <p>To start to adapt their actions to suit different activities</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Multi-Skills</p> <ul style="list-style-type: none"> - To learn new movement patterns such as skipping and galloping and begin to experiment with these in game scenarios, children will not yet have 	<p>Manipulation</p> <p><i>Throwing towards a target</i></p> <ul style="list-style-type: none"> - To throw and catch a variety of objects with a partner, adjusting distance according to abilities and success. 	<p>Manipulation</p> <p><i>sending and receiving</i></p> <ul style="list-style-type: none"> - To begin to understand 1v1 scenarios with an opponent. - To throw and catch whilst moving. - To use throwing and catching skills as part of a game. 	<p>Athletics</p> <ul style="list-style-type: none"> - To begin to run at different speeds for different purposes. - To jump for height and distance using different mechanics and with 	<p>Manipulation</p> <p><i>net games using racquets</i></p> <ul style="list-style-type: none"> - To throw and catch a tennis ball with a high degree of success. - To carry a ball on a racquet whilst moving. - To hit a ball towards a 	

	<p>mastered all movements</p> <ul style="list-style-type: none"> - To experiment with balance, holding shapes for longer and with increased stillness - To use an underarm technique to roll a ball with some degree of accuracy - To drop a large ball, allow it to bounce once and catch it again, children will begin to do this with some accuracy as they move around the space 	<ul style="list-style-type: none"> - To throw and catch whilst moving. - To use throwing and catching skills as part of a game. - To roll balls through and towards different targets. 		<p>some attempts to control landings.</p> <ul style="list-style-type: none"> - To throw an object towards a target with accuracy 	<p>partner adjusting power and direction.</p>	
	<p>Gymnastics</p> <ul style="list-style-type: none"> - To attempt to hold a balance 		<p>Dance</p>		<p>Problem solving</p>	

	<ul style="list-style-type: none"> - To combine a variety of ways of travelling - To rock and roll on and across a mat with attempts to make accurate shapes e.g. straight and tuck 	<ul style="list-style-type: none"> - To move to music with awareness of rhythm or repetition e.g. following actions described by a song or stopping on a beat/phrase - To copy movements with some degree of accuracy. - To begin to link together 3 or more moves to create the foundations of a sequence, repeated at the chorus of a song. - To begin to create movements, showing choice and preference for certain actions. 	<ul style="list-style-type: none"> - To use fundamental movement skills in combination. - To use communication and team work to solve simple problems. - To evaluate the successfulness of tactics and begin to make adjustments as a team.
--	---	--	--

Year 2

Threads	Year 2 Objectives
----------------	--------------------------

Physical Competence	To perform whole body and fine movements with basic control. Whilst moving or still, children are starting to maintain their equilibrium consistently and can react to stimulus to change their speed or direction
---------------------	--

	To master fundamental movement skills (FMS) and combine these skills in a range of activities
--	---

Decision Making	To use simple tactics and compositional ideas with some independence
	To find and use space well showing an awareness of others and basic safety

Analysis, Evaluation and Improvement	To describe what they and others are doing with some accuracy
	To come up with and suggest ideas that relate to their performance

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
--	-----------------	-----------------	-----------------	-----------------	-----------------	-----------------

	Multi-Skills <ul style="list-style-type: none"> - To display a degree of mastery with all movement patterns such as skipping, galloping and side stepping and to be able to recall and use these with some fluency within a game scenario - To begin to use evasive movements such as dodging and change of 	Manipulation <i>Attack vs. defence</i> <ul style="list-style-type: none"> - To throw and catch with accuracy. - To begin to intercept an airborne ball. 	Ball games <i>Dribbling and passing with feet</i> <ul style="list-style-type: none"> - To dribble the ball with feet, able to avoid other children and 	Athletics <ul style="list-style-type: none"> - To run at different speeds for different purposes. - To jump for height and 	Manipulation <i>net games using racquets</i> <ul style="list-style-type: none"> - To throw and catch a tennis ball successfully.
--	--	---	---	---	---

	<p>direction with a degree of control in game scenarios as a mode to avoid opponents</p> <ul style="list-style-type: none"> - To experiment with balance, holding shapes for longer and with increased stillness - To use an underarm technique to roll a ball with accuracy to a partner or into a target - To begin to dribble a ball by bouncing whilst moving around a space 	<ul style="list-style-type: none"> - To alter tactics with a partner to avoid having a ball intercepted. - To work as a group to evade an attacker. 	<p>retain a moderate degree of control over the ball.</p> <ul style="list-style-type: none"> - Pass the ball to a partner with accuracy using a range of different length passes and controlling power accordingly. - To score a goal. - To put skills together in a small game scenario. 	<p>distance using different mechanics and beginning to control landings.</p> <ul style="list-style-type: none"> - To throw an object towards a target with accuracy 	<ul style="list-style-type: none"> - To begin to bounce a ball on a tennis racquet repeatedly, the ball may fall regularly. - To hit a ball towards a partner over a net or line, building to create a rally that lasts for around 4 shots.
	<p>Gymnastics</p> <ul style="list-style-type: none"> - To hold a balance with a degree of control and link a balance to one other movement - To combine a variety of ways of travelling - To rock and roll on and across a mat with a degree of accuracy in recreating taught shapes - To use apparatus safely and creatively 	<p>Dance</p> <ul style="list-style-type: none"> - To move to music with awareness of rhythm or repetition e.g. following actions described by a song or stopping on a beat/phrase - To copy movements with some degree of accuracy. - To begin to link together 3 or more moves to create the foundations of a sequence, repeated at the chorus of a song. 	<p>Problem solving</p> <ul style="list-style-type: none"> - To use fundamental movement skills in combination. - To use communication and team work to solve simple problems. - To evaluate the successfulness of tactics and begin to make adjustments as a team. 		

	<ul style="list-style-type: none"> - To perform different gymnastic shapes as well as shapes inspired by animals or other learning - To jump on the ground and off apparatus, taking into account their own safety and the safety of others, making shapes in the air - To begin to create sequences that link together independently and as part of a pair 	<ul style="list-style-type: none"> - To begin to create movements, showing choice and preference for certain actions. - To perform a short sequence to music, making appropriate changes considering performance context. 	
--	--	---	--

Key Stage 2

<p>National Curriculum</p>	<p><u>Key stage 2</u></p> <p>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.</p> <p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> - Use running, jumping, throwing and catching in isolation and 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
-----------------------------------	---

Lower Key Stage 2

<p>Rationale</p>	<p>As children move into Key Stage 2, they should have gained a wide range of movement skills which can be used in combination to play a wide variety of games. Children will now be introduced to a wider range of games which fall into different categories based on the principles of the game – for example, invasion, striking and fielding, net and wall. In all these variations, children will have to work out how best to be successful in attacking and defending play and contribute towards their team. The rules of each game should still be simple enough to allow for maximum participation and engagement. Games should become more complex so that children learn to follow a set of sporting type rules. Games will remain as small sided as feasibly possible to allow each child to be involved as much as possible. Small sided games will benefit physical, thinking and social skills as they will have more physical interactions with the equipment of the game, they will have to think about how they can best contribute to their team effort and equally they will have to communicate this with others. Sequences and performances in gymnastics and dance should start to become richer in ideas with</p>
------------------	---

children able to recognise good quality and similarities and differences. Children should be encouraged to have an intrinsic determination to improve their own best - and strive to always improve.

Year 3

Threads	Year 3 Objectives
Physical Competence	To perform whole body and fine movements with control and timing. Whilst moving or still, children can maintain their equilibrium with more consistency and can react to a stimulus with changes in speed and/or direction To perform skills (FMS) in isolation and combinations to form basic movement sequences (actions, travel, patterns, and combinations)
Decision Making	To independently begin to use some simple tactics and compositional ideas To begin to take responsibility for their own safety when participating in physical activity
Analysis, Evaluation and Improvement	To begin to identify skills and actions that are good quality To recognise simple similarities and differences between sequences and performances

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Multi-Skills <ul style="list-style-type: none"> - To use appropriate footwork to assist quick reactions - To use changes of direction and speed to outwit opponents - To develop techniques and strategies within a small team - To maintain balance 	Invasion Games <i>Dribbling and passing skills with feet</i> <ul style="list-style-type: none"> - To move with a ball under control using your feet at a range of speeds - To pass a ball using your feet over a range of distances with some accuracy and control - To outwit defenders in a small group, knowing when to dribble and when to pass 	Invasion Games <i>Dribbling and passing skills using hands</i> <ul style="list-style-type: none"> - To travel with the ball under control using your hands at a range of speeds - To pass a ball using your hands with some control and accuracy - To support your team mates both whilst attacking and defending as part of a small team 	Net & Wall <i>Using hands and racket</i> <ul style="list-style-type: none"> - To react quickly to the movement of a ball whilst playing a simple net game - To strike a ball using your hand or racket over a net - To take responsibility for your safety whilst using equipment 	Athletics <ul style="list-style-type: none"> - To develop running techniques over a range of distances <ul style="list-style-type: none"> - To perform jumps with speed and balance for distance and height - To develop running technique over a range of distances (short and long) - To develop a range of throwing techniques 	Striking and Fielding

	<ul style="list-style-type: none"> whilst still or moving - To move and use equipment in small spaces 	<ul style="list-style-type: none"> - To use interception skills whilst defending 	<ul style="list-style-type: none"> - To discuss with peers about performance and suggest ways we can improve 	<ul style="list-style-type: none"> - To use simple tactics to outwit an opponent during a net game 	<ul style="list-style-type: none"> - To identify what good techniques - To take responsibility for their safety 	
	Gymnastics <ul style="list-style-type: none"> - To combine a variety of ways of travelling - To perform different types of rolls safely - To maintain body shape whilst performing a roll - To use apparatus safely and creatively - To perform different gymnastic shapes at a variety of levels - To use simple choreograph ideas in a routine that contains a range of gymnastic skills 		Dance <ul style="list-style-type: none"> - To create and perform actions in a realistic order - To create sequences of several different actions - To adapt and develop formations and patterns 		Outside Adventurous Activity – Problem Solving <ul style="list-style-type: none"> - To work in a team to decide what approach to meet the challenges - To develop both verbal and non-verbal communication - To identify key features on a map to follow a route - To understand safe practice 	
Year 4						
Physical Competence	To perform whole body and fine movements with control, timing, and some accuracy. Whilst moving or still, children consistently maintain their equilibrium and can quickly react to stimulus with changes in speed and/or direction					
	To begin to select and apply skills such as Fundamental Sport Skills consistently in a range of environments with developing technique					
Decision Making	To use tactics and compositional ideas both on their own and in collaboration with others					
	To begin to use experience and knowledge for ensuring others engage safely in physical activity					
	Analyse performances to identify strengths and areas for improvement					

Analysis, Evaluation and Improvement	Use own ideas and approaches to create imaginative performances					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Multi-Skills</p> <ul style="list-style-type: none"> - To use appropriate footwork to assist quick reactions - To use changes of direction and speed to outwit opponents - To develop techniques and strategies within a small team - To maintain balance whilst still or moving - To move and use equipment in small spaces 	<p>Invasion Games <i>Mini-ball</i></p> <ul style="list-style-type: none"> - To confidently move with a ball under control using your feet at a range of speeds with changes in direction - To pass a ball using your feet over a range of distances with accuracy, control and purpose - To outwit defenders in a small group, knowing when to dribble and when to pass to attack a target 	<p>Invasion Games <i>Endball</i></p> <ul style="list-style-type: none"> - To travel with the ball under control using hands at a range of speeds with changes of direction - To pass a ball using hands with control and accuracy - To develop strategies whilst attacking and defending as part of a small team - To discuss with peers about performance and aspects that are succeeding and ways to improve 	<p>Net & Wall</p>	<p>Athletics</p> <ul style="list-style-type: none"> - To maintain a good technique when running over a range of distances and speeds - To perform a variety of jumping styles with combinations and control - To develop a range of throwing techniques 	<p>Striking and Fielding</p> <ul style="list-style-type: none"> - To retrieve, intercept and stop a ball whilst fielding - To bowl with overarm and underarm actions with consistency whilst aiming for a target - To strike a ball with the aim of attacking spaces - To evaluate performance in different parts of the game

	Gymnastics <ul style="list-style-type: none"> - To combine a variety of ways of travelling, jumping, rolling and balancing - To maintain body shape whilst performing a roll - To use apparatus safely and creatively - To perform different gymnastic shapes at a variety of levels - To use simple choreograph ideas in a routine that contains a range of gymnastic skills 	Dance <ul style="list-style-type: none"> - To create and perform actions in a realistic order - To create sequences of several different actions - To adapt and develop formations and patterns 	Outside Adventurous Activity- Problem Solving <ul style="list-style-type: none"> - To recognize the importance of team work and co-operatively in small groups - To explore different methods of communication (verbal/non-verbal) - To solve problems with co-operation and teamwork
--	---	---	---

Upper Key Stage 2

Rationale	Games are starting to look more like specific ‘sports’ but should still be very much focused on small sided games with adapted rules to ensure maximum enjoyment, learning and skill development. There now will be an increased focus on skills and techniques that are more specific to certain sports and there will be a greater emphasis on analysing performance in order to improve. Children should be suggesting tactical improvements for their team and feel confident enough to voice these. Opportunities to lead should be present in most lessons, with children leading warm-ups, taking a coaching role or leading their team in a competitive situation. Larger group routines can be created in gymnastic and dance contexts, with more able children set challenges to help choreograph their group. The process of creating, discussing, reviewing, and refining should be evident in most areas of PE in order to improve. As well as showing an intrinsic desire to better one-self, children should be able to set themselves realistic goals and work towards them. Children should leave our school with a desire to continue to take part in PE and sport for the rest of their lives having developed all of the physical, social and thinking skills required to be successful and enjoy participation.
------------------	--

Year 5

Physical Competence	To perform whole body and fine movements with appropriate control, accuracy, and timing. Whilst moving or still, children maintain their equilibrium consistently and can quickly react to a stimulus with efficient changes in speed and/or direction					
	To begin to select and apply skills such as Fundamental Sport Skills consistently in a range of environments with developing technique					
Decision Making	To use tactics and compositional ideas both on their own and in collaboration with others					
	To begin to use experience and knowledge for ensuring others engage safely in physical activity					
Analysis, Evaluation and Improvement	Analyse performances to identify strengths and areas for improvement					
	Use own ideas and approaches to create imaginative performances					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

	<p>Multi-Skills</p> <ul style="list-style-type: none"> - To outwit opponents using a variety of movements - To move at different speeds while changing directions - To use quick reactions when passing and moving - To maintain a stable body position when receiving a ball in a game situation 	<p>Invasion Games <i>Hockey</i></p> <ul style="list-style-type: none"> - To send and receive whilst using equipment - To dribble whilst using equipment - To attack and defend whilst using equipment 	<p>Invasion Games <i>Passing and moving with hands</i></p> <ul style="list-style-type: none"> - To travel with the ball under control using hands at a range of speeds with changes of direction - To pass a ball using hands with control and accuracy - To develop strategies whilst attacking and defending as part of a small team - To discuss with peers about performance and aspects that are succeeding and ways to improve 	<p>Net & Wall <i>Mini Volleyball</i></p> <ul style="list-style-type: none"> - To react quickly to the movement of a ball whilst playing a simple net game - To strike a ball using your hand or racket over a net - To take responsibility for your safety whilst using equipment - To use simple tactics to outwit an opponent during a net game 	<p>Athletics</p> <ul style="list-style-type: none"> - To maintain a good technique when running over a range of distances and speeds with the ability to accelerate - To perform a variety of jumping styles, including from 1 foot to 2, for distance and height - To develop a range of throwing techniques for distance with restrictions 	<p>Striking and Fielding <i>Rounders</i></p> <ul style="list-style-type: none"> - To throw, catch and roll with a range of balls - To bowl consistently towards a target - To strike a ball consistently towards space
--	--	---	---	--	--	--

Invasion Games

Passing and Moving

- To confidently move with a ball under control using your feet at a range of speeds with changes in direction
- To pass a ball using your feet over a range of distances with accuracy, control and purpose
- To outwit defenders in a small group, knowing when to dribble and when to pass to attack a target

	Gymnastics <ul style="list-style-type: none"> - To perform and combine a variety of ways of travelling, jumping, rolling and balancing in a sequence within a group - To maintain body shape and speed whilst performing a roll - To use apparatus safely and creatively on your own and within a group - To perform different gymnastic shapes at a variety of levels and speeds - To use simple choreograph ideas in a routine that contains a range of gymnastic skills and on different apparatus 	Dance <ul style="list-style-type: none"> - To create and perform actions in a realistic order - To create sequences of several different actions - To adapt and develop formations and patterns 	Outside Adventurous Activity-Problem Solving <ul style="list-style-type: none"> - To recognize the importance of team work and co-operatively in small groups - To explore different methods of communication (verbal/non-verbal) - To solve problems with co-operation and teamwork
--	---	---	--

Year 6

Physical Competence	To perform whole body and fine movements with the appropriate control, accuracy, speed, and timing. Whilst moving or still, children maintain their equilibrium consistently and can react quickly and suddenly to a stimulus with rapid and efficient changes in speed and/or direction
	To select and apply skills such as Fundamental Sport Skills consistently and accurately with a use of technique
Decision Making	To create and use tactics and compositional ideas that suit the situation with success in collaboration with others
	To draw on experience and knowledge to ensure they and others engage safely in activities
Analysis, Evaluation and Improvement	To assess performance and actions against criteria and make improvements in performances
	Explore and experiment with aspects of performance to produce imaginative and successful outcomes

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Multi-Skills <ul style="list-style-type: none"> - To outwit opponents using a variety of movements - To move at different speeds while 	Invasion Games <i>Football</i> <ul style="list-style-type: none"> - To confidently move with a ball under control using feet at a range of speeds with changes in 	Invasion Games <i>Attack vs Defence</i> <ul style="list-style-type: none"> - To travel with the ball under control using hands at a range of speeds with changes of direction 	Net & Wall <i>Tennis</i> <ul style="list-style-type: none"> - To react quickly to the movement of a ball whilst playing a simple net game 	Athletics <ul style="list-style-type: none"> - To maintain a good technique and pace when running over a range of distances and speeds with 	Striking and Fielding <i>Cricket</i> <ul style="list-style-type: none"> - To throw, catch and roll with a range of balls - To bowl consistently

	<p>changing directions</p> <ul style="list-style-type: none"> - To use quick reactions when passing and moving - To maintain a stable body position when receiving a ball in a game situation 	<p>direction and protecting it from a defender</p> <ul style="list-style-type: none"> - To pass a ball using your feet over a range of distances with accuracy, control, speed and purpose - To outwit defenders in a group knowing when to attack and when to retain the ball 	<ul style="list-style-type: none"> - To pass a ball using hands with control and accuracy - To develop strategies whilst attacking and defending as part of a small team - To discuss with peers about performance and aspects that are succeeding and ways to improve 	<ul style="list-style-type: none"> - To strike a ball using your hand or racket over a net - To take responsibility for your safety whilst using equipment - To use simple tactics to outwit an opponent during a net game 	<p>the ability to accelerate from static and dynamic positions</p> <ul style="list-style-type: none"> - To perform a dynamic combination of jumping sequences with control - To develop a range of throwing techniques for distance with restrictions, with consistency and accuracy 	<p>towards a target</p> <ul style="list-style-type: none"> - To strike a ball consistently towards space
	<ul style="list-style-type: none"> - Gymnastics To perform and combine a variety of ways of travelling, jumping, rolling and balancing in a sequence within a group - To maintain body shape and speed whilst performing a roll - To use apparatus safely, confidently and creatively on your own and within a group 	<p>Dance</p> <ul style="list-style-type: none"> - To create and perform actions in a realistic order within a group - To create sequences of several different actions that flow and have rhythm - To adapt and develop formations and patterns within a large group 	<p>Outside Adventurous Activity</p> <ul style="list-style-type: none"> - To recognize the importance of team work and co-operatively in small groups - To explore different methods of communication (verbal/non-verbal) - To solve problems with co-operation and teamwork 			

	<ul style="list-style-type: none">- To perform different gymnastic shapes at a variety of levels and speeds with control and consistency- To use choreograph ideas creatively in a routine that contains a range of gymnastic skills and uses different apparatus		
--	--	--	--