



PE

At Keyworth, we recognise the important role of PE in allowing children to develop their agility, physical coordination, fitness, confidence and enjoyment through physical activities. Children learn how to plan, perform and evaluate actions, often in pairs and small groups, helping them to develop the quality and effectiveness of their work. Through PE, we help children to develop confidence and competence in performing different skills as well as to build resilience to overcome challenges that may arise. Our school promotes a positive attitude towards an active lifestyle and introduces children to lifelong physical activity which will support both their physical and mental health.

Nursery

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional wellbeing. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Moving and Handling

Health and Self Care

I can climb stairs, steps and move across climbing equipment using alternate feet. I can maintain balance using hands and body to stabilize

I can walk down steps or slopes whilst carrying a small object, maintaining balance and stability

I can run with spatial awareness and negotiate space successfully,

I can observe and can describe in words or actions the effects of physical activity on my body

I can name and identify different parts of the body

I can take practical action to reduce risk, showing my understanding that equipment and tools can be used safely

| | | |
|----------------------|--|--|
| | <p>adjusting speed or direction to avoid obstacles</p> <p>I can balance on one foot or in a squat momentarily, shifting body weight to improve stability</p> <p>I can grasp and release with two hands to throw and catch a large ball, beanbag or an object</p> <p>I can create lines and circles pivoting from the shoulder and elbow</p> <p>I can manipulate a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons</p> | <p>I can mirror the playful actions or movements of another adult or child</p> <p>I can dress with help, e.g. put arms into open-fronted coat or shirt when held up, pull up own trousers, and pull up zipper once it is fastened at the bottom</p> |
| | Reception | |
| Early Learning Goals | <p>Gross Motor - 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.</p> <p>Fine Motor - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; Use a range of small tools, including scissors, paint brushes and cutlery; Begin to show accuracy and care when drawing.</p> | |
| | Moving and Handling | Health and Self Care |
| | <p>I can choose to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping</p> <p>I can experiment with different ways of moving, testing out ideas and adapting movements to reduce risk</p> <p>I can jump off an object and land appropriately using hands, arms and body to stabilize and balance</p> <p>I can negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles</p> <p>I can travel with confidence and skill around, under, over and through</p> | <p>I can initiate and describe playful actions or movements for other children to mirror and follow</p> <p>I can show understanding of the need for safety when tackling new challenges, and consider and manage some risks by taking independent action or by giving a verbal warning to others</p> <p>I can show understanding of how to transport and store equipment safely</p> <p>I can practice some appropriate safety measures without direct supervision, considering both benefits and risk of a physical experience</p> |

| | | | | | | |
|--|--|--------------------------------------|---|--|-------------------------------------|--|
| | <p>balancing and climbing equipment</p> <p>I can show increasing control over an object in pushing, patting, throwing, catching or kicking it</p> <p>I can use simple tools to effect changes to materials</p> <p>I can handle tools, objects, construction and malleable materials safely and with increasing control and intention</p> <p>I can show a preference for a dominant hand</p> <p>I can begin to use anticlockwise movement and retrace vertical lines</p> <p>I can begin to form recognizable letters independently</p> <p>I can use a pencil and holds it effectively to form recognizable letters, most of which are correctly formed</p> | | | | | |
| | 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>Pupils should be taught to:</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. - Swimming lessons are available to Reception and KS1 children. These aim to promote water confidence and to begin to develop basic strokes and swimming techniques. | | | | | |
| | Year 1 | | | | | |
| | | | | | | |
| | Autumn 1 Games – Throwing Towards a Target | Autumn 2 Gymnastics | Spring 1 Games – Sending and Receiving | Spring 2 Outdoor Adventurous Activities/Problem Solving | Summer 1 Athletics | Summer 2 Games – Net Games Using a Racket |

| | | | | | | |
|---------------------|---|---|---|---|---|--|
| | <p>I can move in different ways, avoiding obstacles- hop, skip, jump, slide, walk, run</p> <p>I can hit a target with a ball or beanbag</p> <p>I can roll the ball through a gate to my partner</p> | <p>I can perform different shapes with my body, having different points touching the floor or apparatus (star, straight, tuck shapes) with good technique</p> <p>I can perform all 5 gym shapes on low apparatus with good technique</p> <p>I can perform a minimum of 3 shapes on high apparatus with good technique</p> | <p>I can move in a variety of ways, stop on command and change speed</p> <p>I can underarm throw a large ball, beanbag, then a tennis ball to my partner</p> <p>I can catch a ball (with a minimum of one bounce)</p> | <p>I can react quickly and work effectively as part of a team to complete tasks</p> <p>I can move safely in a confined space avoiding others</p> <p>I can move quickly and keep an item under control</p> | <p>I can take off in different ways and land in coordinated ways (walk, fast walk, side step, slow jog, running, walking backwards, jump from 2 feet to 2 feet, hop)</p> <p>I can jump forwards, backwards and sideways on two feet, then hop on one foot</p> <p>I can push, pass and bounce a ball to my partner, then throw a ball into a target (buckets, hoop, wall targets, boxes etc)</p> | <p>I can control a tennis ball with a racket (walk the dog, balance a ball on the racket, balance ball on racket whilst walking)</p> <p>I can hit the ball on the ground repeatedly, then bounce and catch it with the opposite hand</p> <p>I can drop the ball on the ground and hit it straight to my partner, then I can catch the ball when my partner hits it to me</p> |
| Multi-Ability Focus | <p><u>PERSONAL SKILLS</u></p> <p>I can follow instructions & work on simple tasks by myself</p> | <p><u>SOCIAL SKILLS</u></p> <p>I can help and play with others and take turns</p> | <p><u>COGNITIVE SKILLS</u></p> <p>I can follow simple rules and name things I can do</p> | <p><u>CREATIVE SKILLS</u></p> <p>I can put more than one skill in order</p> | <p><u>PHYSICAL SKILLS</u></p> <p>I can compare and develop what I've done before</p> | <p><u>HEALTH & FITNESS</u></p> <p>I can practise safely while avoiding others</p> |
| Vocabulary | <p>Head up</p> <p>Focus</p> <p>Stance</p> <p>Aim</p> | <p>Control</p> <p>Balance</p> <p>Straight</p> <p>Star</p> | <p>Head up</p> <p>Change direction</p> <p>Eyes on ball</p> <p>Ready position</p> | <p>Head up</p> <p>Change direction</p> <p>Ready position</p> <p>Move quickly</p> | <p>Fast arms</p> <p>Fast legs</p> <p>Keep on your toes</p> <p>Head straight</p> | <p>Head up</p> <p>Eyes focused</p> <p>Ready position</p> <p>Bend knees</p> |

| | | | | | | |
|--|--|--|---|--|--|---|
| | Underarm Ready position Target Roll Partner Hopscotch Different Gate Cone Beanbag | Tuck Head up Ball of feet High level Low level Combine Bend your knees Rocking/rolling | Fingers spread Move towards ball Catch Roll Follow through Move Sending Bounce | Keep count Straight shape Dodging Evading Focus Shuffling Support Bend knees Balance Strategy Teamwork Move together Stay attached | Back straight Balance Bend your knees Flat feet Arms swing back Arms out for balance Land on feet Point fingers towards target Follow through | Control Keep ball on racket Hand grip Follow through Rally Racket Ball Strong hand Hitting Sending Objects |
| | Year 2 | | | | | |
| | | | | | | |
| | Autumn 1 Gymnastics | Autumn 2 Games – Net Games Using Hands | Spring 1 Outdoor Adventurous Activities/Problem Solving | Spring 2 Games – Dribbling Using Feet | Summer 1 Games – Attack vs Defence | Summer 2 Athletics |
| | <p>I can perform travelling movements on my feet and with weight on my hands, using apparatus and following different pathways (zig-zag, L shape etc)</p> <p>I can jump using a skipping rope</p> <p>I can create and perform a sequence of movements (block 4),</p> | <p>I can move whilst catching a tennis ball</p> <p>I can accurately underarm throw a ball to my partner and catch it</p> <p>I can drop the ball then accurately hit it to my partner using a tennis racket</p> | <p>I can react quicker than my opponent</p> <p>I can work as part of a team</p> <p>I can find space</p> <p>I can work with a partner to move over, under and around obstacles. I can complete tasks quickly</p> | <p>I can dribble a ball with my feet with good control, whilst avoiding obstacles, and successfully stop it</p> <p>with the ball of my foot on command</p> <p>I can pass the ball accurately and consistently through a gate</p> <p>I can keep possession away from a defender</p> | <p>I can catch an item with two hands, one hand and clap before receiving an item</p> <p>I can keep moving to receive a pass that could be intercepted</p> <p>I can keep possession away from a defender</p> | <p>I can walk and run with good posture and balance (head straight, back straight, keep on your toes)</p> <p>I can jump: - 2 foot to 2 feet - 1 feet to 2 feet - 2 feet to 1 foot - 1 foot to 1 foot</p> <p>I can send an object towards a target in different ways (under - arm, over - arm)</p> |

| | | | | | | |
|---------------------|---|---|---|--|--|---|
| | including rotation using apparatus | | | | by moving into space to receive an item being thrown to me | |
| Multi-Ability Focus | <u>PERSONAL SKILLS</u> I can try several times if I don't succeed and ask for help if needed | <u>SOCIAL SKILLS</u> I can work sensibly, praise and encourage others | <u>COGNITIVE SKILLS</u> I can recognise similarities and difference & explain why someone is performing well | <u>CREATIVE SKILLS</u> I can compare my actions with others and link actions together | <u>PHYSICAL SKILLS</u> I link movements together in different directions and levels | <u>HEALTH & FITNESS</u> I can say how my body feels before, during and after exercise |
| Vocabulary | Tense body Straight arms Knees tucked in Egg shape Statues Stillness Balls of feet High level Low level Clear shapes Combine Star shape Spring Pathways Tension | Head up Eyes focused Bend knees Ready position Reaction Movement Teamwork Forehand Contact Racket Rally | Head up Change direction Ready position Move quickly Keep count Straight shape Dodging Evading Focus Shuffling Support Bend knees Balance Strategy Teamwork Move together Stay attached | Head up Find space Eyes on ball Soft touches Keep ball close Follow through Side foot Communication Point feet Look for partner Dribble into space Pass Move | Head up Control Eyes focused Ready position Work together Reactions Evade Intercept Move quickly Bend knees | Fast arms Fast legs Keep on your toes Head straight Back straight Balance Bend your knees Flat feet Arms swing back Arms out for balance Land on feet Point fingers towards target Follow through |
| | Key Stage 2 National Curriculum | | | | | |
| | | | | | | |

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 competitive and festival activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:

- Swim competently, confidently and proficiently over a distance of at least 25 metres
- Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- Perform safe self-rescue in different water-based situations.

Year 3

| | Autumn 1 Games – Dribbling and Passing with Feet | Autumn 2 Gymnastics | Spring 1 Games – Sending Skills Using Hands | Spring 2 Outdoor Adventurous Activities/Problem Solving | Summer 1 Athletics | Summer 2 Games – Passing and Moving with Hands |
|--|---|---|--|--|--|---|
| | <p>I can accurately pass a ball to my partner whilst in a stationary position and whilst moving</p> <p>I can defend, mark and intercept a ball in a small group situation</p> | <p>I can successfully perform 2 different types of rolls safely (pencil roll, tuck roll)</p> <p>I can link and develop 2 different jumps using apparatus safely</p> | <p>I can accurately pass and receive the ball to and from my partner using a number of different throwing techniques</p> <p>I can drop and bounce the ball to myself and a partner whilst moving and</p> | <p>I can work as part of a team while supporting and leading others. I can learn to trust others while developing verbal and non-verbal communication</p> <p>I can increase my confidence,</p> | <p>I can run with a tall body on balls of the feet, picking feet up high, head held high</p> <p>I can jump from 2 feet to 2 feet, 1 foot to 2 feet, 1 foot to 1 foot, left</p> | <p>I can accurately pass and receive the ball to and from my partner using a number of different throwing techniques.</p> <p>I can move into space after I pass the ball in a game situation to keep the ball away from a</p> |

| | | | | | | |
|---------------------|---|--|--|--|---|---|
| | I can dribble the ball using the inside of my foot to a partner then stop and control the ball using the inside and outside of my feet before swapping roles | I can use apparatus in more creative ways | clap before I catch it, changing balls with peers as I move I can move into a space after I pass the ball in a game situation to keep the ball away from a defender I can discuss with my peers how my team can keep the ball away from the defender | knowledge and accuracy to quickly order and create different actions I have good understanding of safe practice, communication and listening skills. I can explore my surroundings and follow simple routes and trails | to right and right to left foot I can perform a one-handed push throw and a pull throw with accuracy towards a target I can say which throw was easiest and most difficult to achieve | defender I can drop and bounce the ball to myself and a partner whilst moving and clap before I catch it, changing balls with peers as I move. I can discuss with my peers how my team can keep the ball away from a defender |
| Multi-Ability Focus | <u>PERSONAL SKILLS</u> I can begin to challenge myself and understand my level | <u>SOCIAL SKILLS</u> I can show patience with others and share ideas | <u>COGNITIVE SKILLS</u> I understand simple tactics of attacking and defending | <u>CREATIVE SKILLS</u> I can make up my own rules and versions of activities to suit a task | <u>PHYSICAL SKILLS</u> I can perform for longer and repeat actions | <u>HEALTH & FITNESS</u> I can describe how/why my body changes during exercise |
| Vocabulary | Head up Soft touches Change direction Pass with inside of foot Awareness of others Follow through Dodge Evade Dribble into space Pass quickly Accuracy Aim Ball | Focus Points of balance Tension High level Low level Control Strong Body No wobbles Balance Tuck Star Straddle Pike Long Shapes Clear shapes | Head up Eyes on the ball Ready position Reaction Quick feet Hands ready Hit into space Fingers spread Movement Bend knees Quick feet Contact with racket | Awareness of others Keep head up Movement into space Trust and teamwork Clear voice Tactics Remembering Problem solving Quick movement Eyes focused hoops Communication Clear instructions Decision making Planning | Head up Fast arms On your toes Use your arms Awareness Agility Agility Bend knees Leap Step Stillness Push Pointed fingers Follow through Elbow level | Head up Eyes on the ball Follow through Aim Chest pass Overhead pass One handed pass Work quickly Support teammates Quick passing Ready Position Pass and move Move into space |

| | | | | | | |
|--|--|---|--|---|---|---|
| | | Combine | | | | |
| | Year 4 | | | | | |
| | | | | | | |
| | Autumn 1 Gymnastics | Autumn 2 Games – Benchball/ Endball | Spring 1 Outdoor Adventurous Activities/Problem Solving | Spring 2 Games - Football | Summer 1 Games – Batting and Bowling | Summer 2 Athletics |
| | <p>I can perform all gymnastics shapes on different body parts/levels using apparatus.</p> <p>I can explain how gymnastics improves my joint range of movements</p> <p>I can balance on patches and points using symmetry and asymmetry in pairs.</p> <p>I can create and perform a sequence</p> <p>I can use different levels, directions, pathways and speeds.</p> <p>I can create and perform a sequence in a pathway</p> | <p>I can keep the ball away from a defender while passing to others</p> <p>I can improve movement to receive a pass</p> <p>I can create different passes that can be used in a game</p> <p>I can create different passes that can be used in a game</p> | <p>I can complete tasks quickly.</p> <p>I can stay safe and support others.</p> <p>I can use cooperation and teamwork</p> <p>I can follow instructions and restrictions of each activity.</p> <p>I can cooperate with others as part of a small team</p> <p>I can develop and master fundamental movement skills.</p> <p>I can explore different methods of communication and decide which is the most effective</p> | <p>I am competent at passing the ball using my feet from a short distance</p> <p>I can dribble around obstacles</p> <p>I can keep the ball away from a defender while passing to others</p> | <p>I know how to place my feet and position my body in order to bowl a ball</p> <p>I can stop a moving ball and return it to a partner</p> <p>I know the importance of hitting the ball into a certain area</p> | <p>I can maintain a good running technique when sprinting and running over obstacles</p> <p>I can use a short run to jump from one to two feet</p> <p>I can demonstrate a two-handed push throw and a sling throw</p> |

| | | | | | | |
|----------------------|--|---|--|--|--|--|
| | <p>I can perform a forward roll.</p> <p>I can create and perform a sequence in pairs</p> <p>I can use the correct jumping, leaping and landing techniques</p> <p>I can use a wide range of gymnastics actions when using apparatus</p> | | | | | |
| Multi- Ability Focus | <p><u>PERSONAL SKILLS</u></p> <p>I can react positively when things are difficult</p> | <p><u>SOCIAL SKILLS</u></p> <p>I can show patience with others and share ideas</p> | <p><u>COGNITIVE SKILLS</u></p> <p>I understand simple tactics of attacking and defending</p> | <p><u>CREATIVE SKILLS</u></p> <p>I can make up my own rules and versions of activities to suit a task</p> | <p><u>PHYSICAL SKILLS</u></p> <p>I can perform for longer and repeat actions</p> | <p><u>HEALTH AND FITNESS</u></p> <p>I can describe how/why my body changes during exercise</p> |
| Vocabulary | <p>Stillness</p> <p>Balance</p> <p>Body shape</p> <p>Body tension</p> <p>Copy partner</p> <p>Timing</p> <p>Clear shapes</p> <p>Long shapes</p> <p>Combine</p> <p>Straight shapes</p> <p>Arms out</p> <p>Land on feet</p> <p>Flat feet</p> <p>Use strength</p> <p>Control</p> | <p>Pointing hands</p> <p>Straight arms</p> <p>Step forward</p> <p>Angles</p> <p>Head up</p> <p>Awareness of others</p> <p>Support player</p> <p>Movement</p> <p>Turn</p> <p>Quick movement</p> <p>Strategy</p> <p>Types of pass</p> <p>Bounce pass</p> <p>Chest pass</p> <p>Overhead pass</p> | <p>Focus</p> <p>Movement awareness</p> <p>Tactics and strategies</p> <p>Communication</p> <p>Listening</p> <p>Cooperation</p> <p>Discussion</p> <p>Pace</p> <p>Imagination</p> | <p>Head straight</p> <p>Aim</p> <p>Step forward</p> <p>Straight bowling arm</p> <p>Follow through</p> <p>Eyes on the ball</p> <p>Slightly over run</p> <p>Pick up and throw</p> <p>Hands ready</p> <p>Stand sideways</p> <p>Hit in middle of bat</p> <p>Point bat to target</p> <p>Strong hand at bottom</p> | <p>Head up</p> <p>Soft contact</p> <p>Awareness</p> <p>Change direction</p> <p>Communication</p> <p>Keep ball close</p> <p>Movement</p> <p>Support</p> <p>Space</p> <p>Angles</p> <p>Foot pointing</p> <p>Inside of foot</p> <p>Outside of foot</p> <p>Competent</p> <p>Defender</p> | <p>Head up</p> <p>Fast arms</p> <p>Balance</p> <p>Bend your knees</p> <p>Step over hurdles</p> <p>Head straight</p> <p>Jump forwards</p> <p>Gain height</p> <p>Take off</p> <p>Hands on side</p> <p>Non-throwing arm</p> |

| | | | | | | |
|--|---|---|---|---|--|--|
| | Grip Transition | Communication Tactics Pass quickly | | | Dribbling Obstacles Avoiding | |
| | Year 5 | | | | | |
| | | | | | | |
| | Autumn 1 Games – Sending Skills Using Hands | Autumn 2 Gymnastics | Spring 1 Games – Mini Volleyball and Tennis or Tag Rugby | Spring 2 Games – Attack vs Defence | Summer 1 Athletics | Summer 2 Outdoor Adventurous Activities/Problem Solving |
| | <p>I can show control and awareness when passing and receiving.</p> <p>I can work as part of an effective Team</p> <p>I can pass effectively to a partner</p> <p>I can keep the ball away from a defender while passing to others</p> | <p>I can recognise all gymnastics shapes.</p> <p>I can identify which joints are moving when changing shapes.</p> <p>I can offer comments on improving can travel using different levels.</p> <p>I can create and perform in pairs.</p> <p>I can use a counter balance with tension techniques</p> <p>I can perform a forward roll and an egg roll.</p> <p>I can recognise and talk about</p> | <p>I can consistently with a Partner</p> <p>I can identify & throw into space to win a point</p> <p>I can learn how to play with and against another team.</p> <p>I can develop strategies in a competitive game of seated volleyball or tennis</p> | <p>I can pass and move with a partner.</p> <p>I can pass and move to keep possession of the ball away from a defender.</p> <p>I can use tactics when working as part of a team</p> <p>I can create space and keep the ball away from defenders.</p> | <p>I can observe a partner and give accurate feedback.</p> <p>I can demonstrate the ability to accelerate from a variety of static positions</p> <p>I can sustain jogging and running at a consistent pace for over a minute</p> <p>I can perform triple jump combination sequences with balance and control</p> | <p>I can work as a team to decide approaches to challenges using my literacy skills.</p> <p>I can cooperate and work well in a team when learning to trust others</p> <p>I can work on tasks with a partner</p> <p>I can work with a partner or in small groups to solve problems.</p> <p>I can build my confidence when wanting to communicate my thinking skills</p> |

| | | | | | | |
|---------------------|---|--|---|---|--|---|
| | | different responses to the same task. I can use the correct jumping and landing technique | | | | |
| Multi-Ability Focus | <u>COGNITIVE SKILLS</u> I know how to develop my work and the performance of others and develop ways to outwit opponents | <u>CREATIVE SKILLS</u> I can respond imaginatively to different situations and adjust my tactics | <u>SOCIAL SKILLS</u> I can give sensible feedback to improve the performance of myself and others | <u>PHYSICAL SKILLS</u> I can combine a range of skills fluently and with accuracy | <u>HEALTH AND FITNESS</u> I can self-select and perform appropriate warm up activities and identify issues | <u>PERSONAL</u> I can recognise my strengths and weaknesses and attempt new challenges |
| Vocabulary | Head up Move in front Tactics and strategies Pass and move Hold Quick feet Dodge Slow then fast speeds Pass quickly Eyes on ball Space Team Partner | Head up Copy Travel fast/slow Change pathways Combine actions Timing High level Low level Unison Control Stillness Balance Tension Support Practice Clear actions | Head up Evade Change direction Dodge Pass quickly Look for options Tactics Quick feet Head up Ready position Fingers spread React Movement Tactics & strategies Outwit Throw into spaces Fast footwork Hit into spaces Push pass React | Head up Eyes focused on ball Ready position Fingers spread Movement Angles Make space Communication Tactics Evade Look over shoulder Teamwork Quick passing Quick movement Strategy | Head straight Swing and bend arms Bend knees Legs start and land apart Take off Hop, step and jump Stride Changeover Place pass Pump those arms Elevate/raise leg Lead leg Follow through Speed | Eyes focused Ready position Team work Quick movement Tactics & Strategies Trust & teamwork Clear instructions Problem solving Decision making Planning |

| | Year 6 | | | | | |
|--|---|--|--|--|--|---|
| | | | | | | |
| | Autumn 1 Games – Basketball or Football | Autumn 2 Games – Mini Volleyball and Tennis or Tag Rugby | Spring 1 Gymnastics | Spring 2 Outdoor Adventurous Activities/Problem Solving | Summer 1 Games – Rounders or Cricket | Summer 2 Athletics |
| | <p>I can dribble using both walking and jogging, then accurately pass the ball to my partner (2 steps away) using a variety of different passes</p> <p>I can dribble and pass the ball to teammates to move towards a target, avoiding defenders</p> <p>I can keep possession of the ball by passing the ball accurately to my teammates, avoiding defenders in a game situation</p> <p>I can keep discuss what strategies could be used to</p> | <p>(RUGBY) I know how to pass an oval shaped ball effectively (Mini Volleyball/Tennis) I can cover all spaces of court. I can consistently rally with a Partner</p> <p>(RUGBY) I know how to move forwards and pass backwards. (Mini Volleyball/Tennis) I can use strategies to help outwit an opponent</p> <p>(RUGBY) I know how to run with the ball effectively (Mini Volleyball/Tennis) I can play a competitive net game in a team. I can</p> | <p>To be able to use all gymnastics shapes, including partner assisted shapes. To create and perform a sequence using six contrasting actions</p> <p>To be identify which joints are moving when changing shapes. To watch a sequence and comment/improve on compositional aspects</p> <p>To use different levels, directions, pathways and speed when travelling. To demonstrate good posture and control while exercising</p> <p>To perform a forward roll and</p> | <p>I can work as a team to decide approaches to challenges using my literacy skills.</p> <p>I can cooperate and work well in a team when learning to trust others</p> <p>I can work with a partner or in small groups to solve problems.</p> <p>I can build my confidence when wanting to communicate my thinking skills</p> | <p>(Cricket) I can retrieve, intercept and stop a ball when fielding (Rounders) I can throw, catch, roll and collect using a range of ball. I can hit towards a target</p> <p>(Cricket) I can aim towards a target and stop a ball when fielding (Rounders) I can work with and identify a new partner. I can start to learn how to play mini rounders</p> <p>(Cricket) I can learn the rules of and play diamond cricket (Rounders) I can work quickly whilst</p> | <p>I can observe a partner and give accurate Feedback</p> <p>I can demonstrate the ability to accelerate from a variety of static positions</p> <p>I can perform triple jump combination sequences with balance and control</p> <p>I can sustain jogging and running at a consistent pace for over a minute</p> |

| | | | | | | |
|---------------------|--|---|--|---|--|--|
| | improve my performance (better protect the ball), and how I can support my teammate player with the ball | identify and throw into space to win a point (RUGBY) I can play a small sided game of tag rugby league (Mini Volleyball/Tennis) I can develop my tactics and strategies to play in a competitive game | egg roll. To create and perform a sequence in pairs. To demonstrate and explain how to move and position spin safely while rolling To use apparatus for a wide range of gymnastics actions. To create and perform a sequence in pairs on apparatus. To use correct vocabulary | | under pressure. I can work effectively as part of a team (Cricket) I can strike a bowled ball into selected areas/zones (Rounders) I can improve my performance as a batter, bowler and fielder. I can improve my performance in mini rounders | |
| Multi-Ability Focus | <u>COGNITIVE SKILLS</u> I can evaluate strengths and weaknesses to read and react to different game situations | <u>CREATIVE SKILLS</u> I can effectively disguise my actions and use a variety of decisions | <u>SOCIAL SKILLS</u> I can motivate others to perform better with constructive feedback | <u>PHYSICAL SKILLS</u> I can transfer skills consistently in challenging situations | <u>HEALTH AND FITNESS</u> I can explain different types of fitness and plan my own fitness program | <u>PERSONAL</u> I can create my own learning plan and make changes based on feedback |
| Vocabulary | Head up Keep ball Possession Accurately Dribbling Defenders | Eyes focused Head up Pass and move Tactics & strategies Run with ball Move in front | Eyes focused Rhythmic Create Copy Remember Repeat | Eyes focused Ready position Team work Quick movement Tactics & Strategies Trust & teamwork | Hit into space Bend knees Run quickly Tactics Head up Eyes focused | Eyes focused Head straight Use of arms Steady pace Determination Bend knees |

| | | | | | | |
|--|--|---|---|--|---|--|
| | Passes Strategies Tactics Player Eyes focused Head up Pass and move Tactics & strategies Run with ball Move in front Dribble Passing Defenders Keep ball Both feet Free players Possession Create Consistently | Get behind ball Support play Quick feet Dodge Pass quickly Hold around belly Eyes focused Fingers spread Outwit Ready position React Fast footwork | Control Skills Timing Points of body Unison Support Combine Swing hips Land on feet Arms out Balance Core strength | Clear instructions Problem solving Decision making Planning | Fingers spread Communication Hit ball Aim for space Point feet Hit away Stumps Hands ready Bend knees Stand sideways Cupped hands | Pump arms Spring Control Hop, step and jump Arms to support Take off Landing Follow through Non-throwing arm |
|--|--|---|---|--|---|--|