









Goodrich CE Primary School
Physical Education (PE) Sticky Knowledge

PHYSICAL EDUCATION						
BIG IDEAS	Head		Hand		Heart	
Building Blocks	Leadership	Tactics & Strategy	Movement	Vocabulary	Healthy Lifestyle	Personal & Social
	 Leadership	 Tactics and strategy	 Movement	 Vocabulary	 Healthy lifestyle	 Personal and social

Year Group	Head	Hand	Heart
EYFS	<p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Adjust speed and change direction to avoid obstacles in playing space.</p> <p>Follow simple instructions, copy and variety of defined shapes and actions.</p>	<p>Can move on their feet in a variety of ways including jumping, skipping, hopping, running and walking.</p> <p>Can move on large body parts in a variety of ways including sliding, slithering, rolling and shuffling.</p> <p>Can move energetically in movements such as running, jumping, dancing and climbing.</p> <p>Jumps off an object and lands appropriately and safely.</p> <p>Travels with confidence around, under, over and through equipment and apparatus.</p> <p>Demonstrates a range of control over an object such as a ball e.g. rolling, catching, patting and pushing.</p>	<p>Be confident to try new activities and show independence, resilience and perseverance.</p>



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		<p>Demonstrate strength, balance and coordination when playing. Make their body tense, relaxed, stretched and curled. Shows a preference for a dominant hand when manipulating objects.</p>	
<p>Year 1</p>	<p>Gymnastics: Can identify risks of working on and around apparatus. Decide which supporting concepts and actions to add to their sequence. Choose appropriate actions for a task, link showing understanding of an action's start and finish position. Dance: Demonstrate understanding that a dance has a start, middle and end. Identify similarities between gymnastics and dance/other physical activity. Recognise that dances can have themes and stories. OAA: Follow simple instructions. Run Jump Throw: Demonstrate awareness for the need to improve and attempt to improve. Recognise and implement concepts such as waiting your turn. Select correct skill for the situation. Suggest links between types of exercises, e.g. training speed for different jumping activities.</p>	<p>Gymnastics: Use words such as rolling, travelling, balancing, climbing. Safely move and carry basic gym equipment such as mats and benches. Recognise 'like' actions and link them together. Perform simple gymnastic actions and shapes. Make their body tense, relaxed, stretched and curled. Create an active journey using different body parts. Remember and perform a simple sequence using rolling, travelling, climbing, balancing and jumping. Show spinning and rocking in isolation and short sequences. Attempt to perform unison and canon. Perform in time when using unison and canon. Confidently take and transfer weight on hands in open and closed skills, e.g. a balance/pushing from the floor in a game.</p>	<p>Gymnastics: Value other's efforts when they perform; watch and listen. Communicate with a partner to create a short sequence. Dance: Tap into emotions to respond to the feelings in the music by translating to body movement. Make some suggestions of how others can improve their work. Engage with the class to perform marching sequence and canon. OAA: Work with a partner to meet challenges. Complete simple instructions as a group. Motivated to play their part in the team. Run Jump Throw: Participate as part of a team to compete in running relays. Put in effort and stay motivated when challenged. Work partner to help improve their performance.</p>



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<p>Hit, Catch, Run: Able to identify when a point has been scored and keep count of the score. Show an understanding of techniques to track and stop balls. What's practical and what's not. Can choose where to send the ball to maximise the chance to score. Can make choices where to stand in the field to restrict runs scored. Show awareness of teammates fielding positions to restrict runs in a simple game scenario.</p> <p>Send & Return: Can describe how they worked with their partner to send and receive. Confident to explore different actions such as hitting other types of targets.</p> <p>Attack, Defend, Shoot: Recognise rules and apply them in competitive and cooperative games. Make decisions about how to defend a target. Independently explore creative ways to score points - try something new to score.</p>	<p>Move on, off, and over an object with confidence.</p> <p>Dance: Simplistically use concepts such as unison and mirroring in dance, copying examples. Perform basic body actions along with music. Remember and repeat simple movement patterns. Move with control and show spatial awareness. Show strength and flexibility during different types of activity such as movement phrases or starter activities. Use different parts of the body, combine arm and leg actions. Perform with an awareness of body shape required. With help, compose a basic movement phrase. Follow written routes, remember and recall movement patterns. Build techniques from one lesson to another, showing increasing skill.</p> <p>OAA: Use strength and coordination to complete a task. Handle order and organise equipment. Perform in time to a beat showing basic rhythm.</p> <p>Run, Jump, Throw:</p>	<p>Apply knowledge of boundaries such as lanes & avoid impeding others.</p> <p>Hit, Catch, Run: Work collaboratively to score runs showing encouragement and support. Resilient in the face of new challenges shows the will to keep trying. Decide as a team the best positioning to intercept balls.</p> <p>Send & Return: Work with a partner to send and return an object and play in a simple rally. Recognise your actions impact others, e.g. feeding a ball accurately and at the correct pace. Play cooperatively in a game situation. Keep active during lesson even when tired or out of breath.</p> <p>Attack, Defend, Shoot: Discuss changes in the body brought about by exercise. Work in collaboration with others to attack and score points. Show motivation to improve and attempt more difficult challenges. Cooperate to perform a range of challenges using skills such as gesture/signalling. Identify the things that they like about exercise both in and outside of school.</p>
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Can start and stop at speed, run in straight lines using a variety of speeds.
Attempt various jumps taking off and landing on different foot combinations, e.g., 2 to 1, 1 to 2 etc.
Handle and throw a variety of different objects and attempt to throw for distance.
Move a variety of objects quickly, showing a range of techniques.
Developed agility and coordination skills to competently take part in a range of activities.
Copy and repeat basic movements for extended periods developing stamina.
Demonstrate some core strength to hold a variety of shapes and positions.
Perform skills and tasks in set times.
Move limbs in isolation and combination, such as when practising sprint technique.
Undertake repetitive action and activities and show consistency across these movements.
Hit, Catch, Run
Catch a medium-sized ball thrown over a short distance.
Catch a medium-sized ball thrown/hit over a short distance in a competitive scenario.
Track balls and other equipment sent to them, moving in line with the ball to collect it.
Run between bases to score points.



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Use a range of sending skills to put the ball into space.
Able to self-feed ball to hit off the hand and strike ball off a cone.
Intercept, retrieve and stop a beanbag and a medium-sized ball with some consistency.
Attempt to and with occasional success catch a ball from the air in a game.
Run between and around bases to score points.
Retrieve and return a ball to a base.
Send & Return:
With some accuracy and sensitivity, feed ball to a partner for them to hit.
Score points against opposition over a line/net.
Chase, stop and control balls and other objects such as beanbags and hoops.
Use coordination and agility to keep rallies going in pairs and small groups.
Track balls and other equipment sent to them, moving in line with the ball to collect or return.
Able to send an object with increased confidence using hand or bat.
Move towards a moving ball to return with hand or bat.
Transfer sending and returning skills in a different position such as sitting and kneeling.
Select and apply skills to win points.



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		<p>Play with a variety of equipment to send such as tennis balls, balloons and larger balls.</p> <p>Attack, Defend, Shoot: Aim at targets and shoot from varying distances, defended and unopposed. Roll, slide or throw a beanbag or ball with accuracy. Attempt to intercept and catch a thrown ball. Use change of direction and speed in open play. Come up with creative ways of manipulating different objects such as balls and beanbags. Begin to engage in competitive activities. Apply basic principles of attacking and defending in a game. Bounce a medium-sized ball to self and attempt to bounce to others. Judge when and where to move to get in a defensive position. Use lateral movement to get into a solid defensive position.</p>	
Year 2	<p>Gymnastics: Explain what you are looking for when judging. Work safely on own and with others in gymnastics competitions. Refine and develop a routine to improve their performance.</p> <p>Dance:</p>	<p>Gymnastics: Perform with some control and consistency, basic actions at different speeds and on different levels. Create and perform a simple sequence. Perform using recognised start and finish shapes.</p>	<p>Gymnastics: Reflect on their own performance and use a scoring system to judge performance. Work well with others to help improve each others' sequences/movements. Work with a partner to copy, create and join sequences.</p>



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<p>Select movements that show a clear understanding of the theme/story/idea of the dance. Volunteer and show leadership in group dances. Volunteer ideas as part of a group. Plan a dance to have a beginning, middle and end.</p> <p>OAA: Confidently follow a basic map. Create a simple map. Make good choices when leading others.</p> <p>Run Jump Throw: Make choices about appropriate throws for different types of activity. Can identify areas of actions that need improvement, e.g. power in throws to throw further. Begin to make links between components of fitness, e.g. strength and outcome, i.e. length of throw. Attempt a new breathing technique during running.</p> <p>Hit, Catch, Run: Make choices about where to hit the ball. Make tactical decisions about where to position themselves in the field. Make choices about where to hit the ball. Judge and change pace in a variety of running activities.</p> <p>Send & Return: Develop tactics to outwit your opponent, so they cannot return the ball. Describe what an attacking shot is. Decide on and play with the dominant hand.</p>	<p>Explore and practice transitions between elements. Demonstrate flexibility in movements. Perform a sequence using some apparatus. Attempt to use rhythm whilst performing a sequence. Use core strength to link gymnastic elements, e.g. back support and a half twist. Remember and repeat sequences. Show increasing control over apparatus during sequences. Show smooth transitions.</p> <p>Dance: Explore and use basic choreography, including levels, speed changes, unison and cannon. Move with imagination responding to the music. Begin to use formations in a dance. Show good timing with the music. Remember and repeat dance steps. Show some sense of dynamic, expressive and rhythmic qualities in their dance. Use different parts of the body in isolation and combination. Perform to the count of 8. Perform with expression.</p> <p>OAA: Adapt to use equipment in unconventional ways. Use correct 1 and 2 footed jumping technique most of the time.</p>	<p>Develop character and show maturity to work near others.</p> <p>Dance: Show confidence to perform in front of others. Attempt to work as part of a group to perform a dance. Show engagement in tasks and perform with freedom, e.g. freestyling. Able to comment on ideas and emotions and how these can be portrayed through dance.</p> <p>OAA: Stay motivated during challenges such as searching and seeking tasks. Show sensitivity and respect when working with a blindfolded partner.</p> <p>Run Jump Throw: Work cooperatively to complete running and throwing tasks. Consider others when playing games to respect their space and boundaries. Discuss thoughts and feelings around physical challenges and what it means to be a team player. Work cooperatively to complete running, jumping and throwing tasks. Consider others when playing games to respect their space and boundaries.</p> <p>Hit, Catch, Run: Display sportsmanship when competing against others.</p>
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<p>Begin to recognise when a ball has landed 'in' and 'out' of the boundaries.</p> <p>Attack, Defend, Shoot:</p> <p>Begin to look for space to pass into or run to receive.</p> <p>Recognise you sometimes need to stay within a defined area.</p> <p>Attack, Defend, Shoot:</p> <p>Begin to look for space to pass into or run to receive.</p> <p>Recognise you sometimes need to stay within a defined area.</p> <p>Making decisions to send balls to a player in space. Select the most appropriate skill to move forwards to shoot.</p> <p>Can play in a variety of positions in both defence and attack.</p>	<p>Run Jump Throw:</p> <p>Can throw and handle a variety of objects, including quoits, beanbags, balls, hoops.</p> <p>Use agility in running games.</p> <p>Run for a sustained period.</p> <p>Throw demonstrating power.</p> <p>Practise to improve jumping skills.</p> <p>Hit, Catch, Run:</p> <p>Has developed hitting skills with a variety of bats.</p> <p>Retrieve a ball back to base as part of a team.</p> <p>Practised bowling/feeding a ball to other players.</p> <p>Play as a batter, bowler and fielder.</p> <p>Run in a game to score points.</p> <p>Makes attempts to catch balls coming towards the player in games.</p> <p>Run in a game to score points.</p> <p>Attempted to play the role of wicket-keeper or backstop.</p> <p>Position yourself well to stop balls.</p> <p>Use skills as a team to prevent runs.</p> <p>Use different techniques to send a ball into other areas of the field, e.g. kick, hit.</p> <p>Send & Return:</p> <p>Demonstrate basic sending skills in isolation and small games.</p> <p>Use correct grip to hold a tennis racquet.</p> <p>Hit a ball using hand consistency.</p> <p>Hit a ball using a racquet with some consistency.</p>	<p>Work as a team to score runs.</p> <p>Can work in small groups to field and bat.</p> <p>Display sportsmanship when competing against others.</p> <p>Send & Return:</p> <p>Play in modified games with others to send and return the ball over a line/net.</p> <p>Work cooperatively with a partner to practise sending and receiving skills.</p> <p>Work with a partner to play a simple rally.</p> <p>Work as a team to get the ball over the net to win points.</p> <p>Attack, Defend, Shoot:</p> <p>Can play in a variety of positions in both defence and attack.</p> <p>Show awareness of teammates and opponents in games.</p> <p>Show awareness of teammates and opponents in games.</p> <p>Work with a partner and in small groups to develop skills.</p>
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		<p>Take part in a rally. Use a self-feed to start a game. Return a ball coming towards them using a hand or racquet. Play using attacking shots. Developed sitting volleyball skills to standing. Can feed a ball over a net. Send a ball to different areas of the court. Start a game using basic serving skills. Attack, Defend, Shoot: Can send a ball using feet. Can send a ball, varying distances using feet. Can receive a ball using feet. Link combinations of skills, e.g. dribbling and passing with hands in isolation and combination. Can send a ball using hands. Can receive a ball using hands. Choose when to attempt to intercept the ball. Can send a variety of different size and shaped balls using hands. Can catch a variety of different sizes and shaped balls using hands. Perform the role of goalkeeper using basic stopping skills. Explore the concept of intercepting.</p>	
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Year 3	<p>Gymnastics: Identify some primary muscles. Explain why stretching is important and how it can help improve flexibility. Modify actions independently using different pathways, directions and shapes. Identify similarities and differences in sequences.</p> <p>Dance: Discuss own, and others work with some awareness of choreography. Contribute ideas to the structure of the dance. Create basic actions as an individual and work with a partner.</p> <p>Athletics: Take part in basic scoring of different events. When questioned, show understanding of their role in team relay performance. Compete with others and record points.</p> <p>Rounders: Adhere to some basic rounders rules. Explain the importance of being ready in the field.</p> <p>Cricket: Adhere to some basic cricket rules. Explain how fielders work together to restrict batters runs. As a team, apply simple tactics to choose where to hit the ball.</p> <p>Badminton: Play with badminton court boundaries. Discuss the different types of shots that can be used in a variety of situations.</p> <p>Tennis:</p>	<p>Gymnastics: Perform sequences with contrasting actions. Perform in unison with a partner. Remember and repeat sequences. Adapt basic sequences to include some apparatus. Show body control in individual movements and sequences. Develop body management over a range of floor exercises. Show mirroring and matching actions. Begin to show fluency in sequences and movement patterns. Attempt some more challenging moves, e.g. japana and splits.</p> <p>Dance: Perform a range of recognised dance actions with some confidence, e.g. do-se-do. Attempt to perform with a sense of dynamics. Create dance patterns that explore the space. Perform with appropriate facial expression. Count the beats to a dance pattern. Competently include props and other ideas in their dance. Perform movements to an audience. Express moods and feelings of a character through the dance piece. Attempt short pieces of improvised dance responding to the structure/theme of the dance.</p>	<p>Gymnastics: Work as a group to create a basic sequence. Can suggest how developing strength and flexibility helps in maintaining a healthy, active lifestyle. Comment on other's gymnastics sequences describing what they did well. Cooperate with a partner to mirror and match.</p> <p>Dance: Share and create short dance phrases with a partner and in small groups. Work to develop and take part in group and whole class dance. Can decide with others which floor patterns/pathways to follow. Improve my dance by listening to others suggestions.</p> <p>Athletics: Run as part of a relay team. Identify how to improve their own, and others work and be tactful.</p> <p>Rounders: Identify how to improve own, and others work and be tactful. Field as a team to return the ball to the bowler/base effectively.</p> <p>Cricket: Field as a team to return the ball to the bowler/base effectively.</p> <p>Badminton: Take part in a rally with a partner.</p>
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<p>Keep count/score of a game. Describe different types of shots using the terms short, long etc.</p> <p>Lacrosse: Suggest ways to improve lacrosse skills. Be aware of the different options when in possession of the ball. Work with teammates to exploit space in a game - passing into it and moving to space to receive.</p> <p>Volleyball: Attempt to perform 3 contacts. Play a sitting volleyball game with some rules.</p> <p>Tag Rugby: Explore a range of techniques to avoid being tagged. Employ tactics to put opponents under pressure.</p> <p>Handball: Implement some handball rules in games. Use individual strengths to their advantage.</p> <p>Football: Recognise the need to look forward when attacking a goal. Sometimes make good choices about when to pass and when to dribble.</p> <p>Basketball: Explain why we look to 1) shoot 2) pass, and 3) dribble. Apply contact rules when defending.</p> <p>Netball: Play using basic netball rules. Attempt to create space for others by moving off the ball.</p>	<p>Dance using different levels and direction. Describe using appropriate language the features of dances performed by others.</p> <p>Athletics: Link running and jumping activities with some fluency and consistency. Control movements and body actions in response to specific instructions. Jump for height and distance with control and balance. Run at different speeds according to event and instruction. Throw a variety of objects using recognised throws. Throw more accurately and over greater distances.</p> <p>Rounders: Bowl an underarm ball. Show the ready position to catch a ball. Attempt to hit a ball using one hand hitting. Stop a moving ball. Develop throwing skills to throw over longer distances.</p> <p>Cricket: Hit a ball using a forward drive. Accurately bowl a ball underarm. Strike a bowled ball. Strike a ball off a tee with some consistency. Stop a moving ball. Develop throwing skills to throw over longer distances.</p> <p>Badminton:</p>	<p>Show sportsmanlike play in competitive situations.</p> <p>Tennis: Take part in a rally by working well with a partner. Play against an opponent.</p> <p>Lacrosse: Progress towards the goal as part of a team. Work as a team.</p> <p>Volleyball: Play in cooperative team rallies with some success in keeping the ball in play. Show understanding that sitting volleyball is an inclusive game and can name some competitions in which it is played.</p> <p>Tag Rugby: Listen to others to work as an effective team. Show support, encouragement and good sportsmanship.</p> <p>Handball: Help team to create chances to score. Show support, encouragement and good sportsmanship.</p> <p>Football: Show support, encouragement and good sportsmanship. Work as part of a team to attack towards a goal.</p> <p>Basketball: Assist teammates to shoot. Take on the role of referee.</p>
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<p>Hockey: Play using basic hockey rules. Recognise key features of a hockey stick, including how to hold it and use the flat side.</p> <p>OAA: Describe their work and the strategies they use to solve problems. Independently identify factors needed to complete a task. Use acquired skills to create maps and directions. Lead others and be led.</p>	<p>Experiment with hard and soft hits. Direct hits towards specific targets. Move towards and around the court to attempt to return the shuttle. Can serve to begin a game. Play over a net.</p> <p>Tennis: Show tennis ready position. Play over a net. Play a continuous game using: throwing and catching or some simple hitting. Serve underarm to begin a game. Return a moving ball (hand or racquet).</p> <p>Lacrosse: Send the ball in isolation. Receive the ball in isolation. Collect a groundball. Attempt a variety of passes. Play using basic Lacrosse rules.</p> <p>Volleyball: Receive and send high balls. Experiment with throwing and some hitting to send the ball. Serve to start a game.</p> <p>Tag Rugby: Perform a range of ball handling skills. Show ways to avoid being tagged in a game. Use recognised passes in isolation. Can recall and show at least two key teaching points of a learned skill. Play using basic rules.</p> <p>Handball:</p>	<p>Netball: Show support, encouragement and good sportsmanship. Create opportunities as a team to score, building an attack.</p> <p>Hockey: Work as a team to score points. Show support, encouragement and good sportsmanship.</p> <p>OAA: Can work with others to solve problems.</p>
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Can attempt 3 step rule with some confidence.
Show correct catching ready position.
Send the ball using different techniques.
Attempt to intercept the ball from an opponents throw.
Receive the ball with some consistency.

Football:
Send the ball using the inside of the foot.
Control the ball and pass unchallenged.
Use short passes to keep possession in a game.
Sometimes move into space to receive the ball.
Use the outside of the foot to control the ball and dribble.

Basketball:
Experiment with different ball-handling skills.
Perform short passes.
Show good defensive posture.
Use two hands to play a basketball shot.
Use a jump ball to start a game.

Netball:
Pass the ball in a variety of ways.
Demonstrate dodging technique to get 'free' from a defender.
Play in attacking and defending zones.
Recognise which throws are used for different distances.
Receive the ball without travelling.

Hockey:



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		<p>Send the ball in isolation and in a game. Can show a defensive tackling position. Receive a ball with some consistency. Stop and control the ball and move into dribble. Work the feet around the ball to avoid kicking it. OAA: Identify and use symbols on a map to navigate. Play competitively and fairly implementing the rules. Participate safely, considering others. Perform with strength, stamina and endurance in more physical tasks.</p>	
Year 4	<p>Gymnastics: Decide on ways to improve a piece of work using compositional elements and implement changes. Apply a broader range of more challenging skills executed with precision. Identify 'core muscles' and use them to improve the quality of shapes and actions. Using knowledge of core muscles explain the importance of 'engaging the core'. Dance: Respond sensitively to professional work. Suggest how professional work shapes our own. Demonstrate and discuss performance skills. Athletics: Decide on ways to improve, run, jumps and throws and implement changes.</p>	<p>Gymnastics: Create a unison sequence. Demonstrate control when taking weight on hands. Perform actions such as balance, body shapes and flight with control. Implement compositional elements into sequences. Challenge self to more complex versions of a skill/ action. Show smooth transitions and flow in sequences. Develop an increased range of body actions and shapes to use in longer, more complex sequences.</p>	<p>Gymnastics: Work as a group to combine sequences. Judge other performances using appropriate communication. Adapt actions and sequences to work with partners and small groups. At key points, compare their performances to previous ones. Show maturity when watching others' sequences. Dance: Work as part of a group to listen to and give ideas. Work sensibly when completing close contact work with others.</p>



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<p>Compare different throws when using various equipment.</p> <p>Rounders: Play in a game using rounders scoring system. Choose where to direct a hit from a bowled ball.</p> <p>Cricket: With increasing consistency, choose where to direct a hit from a bowled ball. Use and apply the basic rules of the game.</p> <p>Badminton: Make it difficult for an opponent to return the shuttlecock. Keep a record of score/points.</p> <p>Tennis: Use basic defensive tactics to defend the court, i.e. moving to different positions on the court. Play the role of the umpire to keep score.</p> <p>Volleyball: Use the service rules correctly. Communicate as a pair to consistently perform 3 contacts.</p> <p>Tag Rugby: Decide on ways to improve a piece of teamplay. Identify when to run and when to pass.</p> <p>Lacrosse: Use tactics to improve team performance. Explain the best type of pass for different scenarios to keep possession.</p> <p>Basketball: Explain the travel violation rules. Explain how to apply pressure to an opponent in a game.</p>	<p>Remember and perform all parts of a sequence. Show good body tension throughout a sequence.</p> <p>Dance: Incorporate a freeze-frame into a dance. Dance using a variety of formations confidently. Clearly show set start positions for the beginning of the dance. Perform with increasing musicality with control and confidence. Use transitions to move from different dance positions. Use devices to change actions individually and as a group, e.g. facing, levels etc. Show rhythm and style when performing as an individual and with others. Refine, repeat and remember short dance phrases. Perform dances with consistency. Include unison and cannon in the dance sequence.</p> <p>Athletics: Show differences between sprinting and running speeds over a variety of distances. Throw a variety of objects demonstrating accuracy, i.e. object landing in throwing zone. Perform a range of jumps with consistency, sometimes approaching jump with a run-up.</p>	<p>Show sensitivity to a dance idea/theme or story. Showing self-control and maturity to perform a partner/ group contact work. Use peer-assessment to identify strengths and weaknesses in performance.</p> <p>Athletics: Demonstrate patience and determination. Work with others to score and record distance and times accurately. Develop control in baton exchange and analyse as a team how to improve handover.</p> <p>Rounders: Identify and describe some successful play. Work as a team to return balls in the field.</p> <p>Cricket: Show fair play such as accepting when run out or stumped. Work with a partner to anticipate when to run.</p> <p>Badminton: Recognise what skills require improvement and work to improve them. Play competitively with others and against others in modified games.</p> <p>Tennis: Take part in a doubles game. Play competitively with others and against others in modified games.</p> <p>Volleyball:</p>
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<p>Football: Have discussions on the benefits and weaknesses of both types of marking. Sometimes make decisions on the best time to tackle.</p> <p>Handball: Explain some of the 'roles' in handball, e.g. circle runner. Play in a game with recognition of more handball rules.</p> <p>Netball: Show some awareness of high five positions. Act as a scorer and timekeeper.</p> <p>Hockey: Implement some tactics in a game. Decide as a team how to make things difficult for your opponent.</p> <p>OAA: Plan and refine strategies to solve problems. Identify what they have done well and suggest ways to improve. Work out answers from clues, working independently from the teacher.</p>	<p>Compete in running, jumping and throwing activities and compare their performance with previous.</p> <p>Rounders: Run between posts making appropriate decisions. Track and intercept the ball along the ground, sometimes collecting with one hand. Use underarm bowling action with some consistency. Play backstop role in small game situations. Hit the ball into specific zones to score points.</p> <p>Cricket: Direct hits using taught shots, e.g. pull shot. Track and intercept the ball along the ground, sometimes collecting with one hand. Attempt overarm bowling with some accuracy. Show more consistency in throwing and catching over a variety of distances. Field a bouncing ball.</p> <p>Badminton: Explore shots on both sides of the body and attempt with confidence. Explore a range of recognised shots, e.g. overhead, forehand, backhand etc). Use a small range of racquet skills and tricks. Able to return shuttle to different areas of opposition's court.</p>	<p>Work as a team to build an attack against opposition. Suggest why pairs volleyball is an inclusive sport.</p> <p>Tag Rugby: Work as part of a team to attack and score in a defined area. Recognise how playing as a team can improve your communication skills.</p> <p>Lacrosse: Keep possession of the ball in small groups. Create scoring opportunities as a team.</p> <p>Basketball: Help someone to improve a particular skill. As a team, force attackers to make mistakes.</p> <p>Football: Work hard in a game and recognise the physical effects on yourself and your teammates. Evaluate which skills and tactics you apply well and which need improvements.</p> <p>Handball: Show characteristics of a good team player. Build an attack as a team.</p> <p>Netball: Build up the attack as a team. Recognise how playing as a team can improve your communication skills.</p> <p>Hockey: Work as a team to attack a goal.</p>
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Show good court positioning after each shot.

Tennis:
Show good positioning to moving around the court to return balls.
Use forehand shots in a game.
Attempt to self-feed backhand shots.
Choose and send the ball to different areas of the opposition's court.
Be alert and aware ready to move around the court.

Volleyball:
Perform a rainbow pass with accuracy.
Move to the net to receive the ball.
Attempt a full underarm serve in isolation.
Switch with partner during game play.
Catch the ball with some consistency from different heights.

Tag Rugby:
Play using passing back and sideways rules.
Run with the ball using the correct technique.
Use different length passes to attack.
Send and receive the ball with accuracy and control to score tries.
Move into space with the ball.

Lacrosse:
Begin to run with the ball under some pressure.
Collect stationary and moving ground balls.
Shoot using correct technique.
Send the ball with more accuracy.

Suggest ways to improve your and your team's performance.

OAA:
Work well as part of a team or group within well-defined role.
Listen and be directed by others.



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Receive the ball and turn into space.

Basketball:

Use cross over dribble in isolation and attempt in a game.

Practice man to man marking.

Accurately perform a bounce pass in a game.

Attempt a jump shot.

Use a jump stop in a game.

Show a triple threat position.

Football:

Move towards the ball to receive.

Attempt front marking and goal side marking.

Begin to tackle.

Use dribbling to progress forwards.

Send the ball over longer distances.

Handball:

Protect the ball during gameplay.

Attempt to shoot using the overarm technique.

Rotate and play in a variety of positions.

Shoot from the correct areas.

Netball:

Protect the ball after catching.

Catch the ball executing correct footwork rules.

Show speed and endurance in a game situation.

Use basic shooting techniques in isolation and a game.



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		<p>Use one to one marking technique in a game. Play within positional restrictions.</p> <p>Hockey: Use a push pass with some accuracy. Move into space to receive the ball. Attempt a slap pass in isolation. With some control, turn with the ball. Attempt to stop the ball with your reverse stick.</p> <p>OAA: Use maps, symbols and compass confidently to navigate.</p>	
Year 5	<p>Gymnastics: Take the lead in a group. Selects a component for improvement and use guidance from others to do so. Explain the significance of a warm-up and how it relates to gymnastics activity. Perform with confidence and showmanship. Lead others in a warm-up with confidence in own preparation.</p> <p>Dance: Respond sensitively and made comments on professional work. Show ways in which you can communicate a narrative through dance. Refine & improve dances adapting them to include the use of space rhythm & expression.</p> <p>Athletics:</p>	<p>Gymnastics: Create longer and more complex sequences and adapt their performances. Attempt to perform more complex skills in isolation such as round-off. Make a dynamic sequence with contrasting shapes and actions and balances, demonstrating smooth transitions. Remember and repeat longer sequences with more difficult movements such as cartwheels, shoulder rolls. Work within/on set pathways. Develop strength and flexibility to hold more complex balances and shapes such as a bridge with control. Incorporate travel with taking weight on hands.</p>	<p>Gymnastics: Work responsibly in trust exercises and when counterbalancing. Perform symmetry and asymmetry individually, in pairs and as a group. Compare performances and judge strengths and areas for improvement. Observe others performing and suggest ways of improving.</p> <p>Dance: Recognise and comment on dances suggesting ways to improve. Adapt a pair dance into a small group dance. Show resilience in performance even when a mistake is made.</p>



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<p>Identify how they can change an activity by using the STEP principle. Distinguish between good and poor performances and suggest ways to improve self and others.</p> <p>Rounders: Apply the backwards hitting rules. Apply tactics when setting the field. Make choices on how many bases to run based on the distance/location of the hit.</p> <p>Cricket: Recognise in a game when to play a defensive shot. Field with some awareness of batters strengths.</p> <p>Badminton: Recognise how reaction time can impact on play. Umpire a badminton game.</p> <p>Tennis: Play in a game adhering to modified doubles rules. Recognise where to stand on the court when playing on their own and with others.</p> <p>Tag Rugby: Recognise the principles of defence. Play in formations, e.g. magic diamond. Know and apply the rules consistently in game situations.</p> <p>Basketball: Explain the need for different tactics and attempt these in a game situation. Make appropriate choices on when to pass, shoot or dribble.</p> <p>Handball: Play in formations and execute 'set plays' in game situations.</p>	<p>Use given teaching points to practise, improve and perform jumps. Take weight on hands in a variety of ways.</p> <p>Dance: Discuss what non-locomotor is and demonstrate a non-locomotor movement. Perform different styles of dance clearly and fluently. Perform a solo dance to an audience. Incorporate more challenging formations into dances. Incorporate simple levels and flight into movement patterns and dances. Show levels and flight during dances with high energy and control. Create and use compositional ideas confidently, such as pathways, step patterns and unison. Use bold movements to show the character they are portraying. Use devices to change actions, e.g. fragmentation, inversion etc.</p> <p>Athletics : Sustain pace over shorter and longer distances such as running 100m and running for 2 minutes. Explore a range of baton handling activities and attempt to receive in a restricted area. Combine jumping sequences, e.g. hop, step, jump. Perform a range of jumps in different activities.</p>	<p>Show movements that communicate narratives. Work effectively with others to improve dances. Confidently participate in dances from different parts of the world.</p> <p>Athletics: Able to run as part of a team in relay style events and demonstrate max effort pace. Compare own performance with previous ones and demonstrate improvement to achieve personal best.</p> <p>Rounders: Show perseverance during the game and commitment to the team. Work collaboratively with others to both score runs and in the field to restrict runs.</p> <p>Cricket: Communicate with your partner to maximise runs. Show perseverance during the game and commitment to team.</p> <p>Badminton: Play with others with some flow to the game, keeping track of their own scores.</p> <p>Tennis: Cooperate and collaborate with others to play in a sportsmanlike way. Play with others with some flow to the game, keeping track of their scores. Suggest and lead warm-ups that prepare the body appropriately for tennis.</p>
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Explain the need for different tactics and attempt these in a game situation.
Introduce set plays and be able to explain the aim of the set play.

Football:
Select an appropriate conclusion to run, e.g. shoot, pass, dribble further.
Play in a formation, e.g. diamond.

Netball:
Know and apply the rules consistently in game situations.
Explain the technique for different passes.

Hockey:
Apply basic defensive positions in the game.
Know and apply the rules consistently in game situations.

OAA:
Recall and remember symbols, items and objects during the task as an individual and team.
Play a role in problem-solving.
Communicate using code.

Demonstrate a range of throwing actions using different equipment with some consistency and control.

Rounders:
Increased accuracy when throwing over shorter distances.
Tracking flight of the ball to improve catching success.
Play more attacking shots looking for gaps in the field.
Show correct position to attempt to catch on stumps.

Cricket:
Throw with accuracy and consistency over short distances.
As the wicketkeeper, follow the path of the ball.
Attempt a range of shots in a game.
Employ specific bowling techniques such as overarm with more consistent accuracy.

Badminton:
Hit the shuttle to different areas of the court.
Apply court position techniques to single play.
Demonstrate a variety of service shots in isolation and some game play.
Moves around the court to return shots.
Use a variety of shots in a game.
Apply some control when returning the shuttle including foot placement, shot selection and aim.

Tag Rugby:
As a team, maintain possession.
Mark an opponent as an individual whilst communicating as a team.

Basketball:
Build an offence as a team.
Apply knowledge of personal fouls in a competition setting.

Handball:
Explain how a teams passage of play was successful.

Football:
Use individual skills to keep possession, explain how this helps the team.

Netball:
Use verbal and non-verbal communication to show teammates where you want the ball.

Hockey:
Work as a team to attack and defend.
Covering a variety of specific skills or concepts, discuss how they can improve.

OAA:
Explore and refine ways of communicating to best complete a set task.
Put trust in others and demonstrate trustworthy behaviour.
Compete against others and perform under pressure.



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Tennis:

Demonstrate a variety of shots in isolation (volley, forehand, backhand, overhead etc).
Play a variety of shots in a game.
Successfully approach the ball to return before the second bounce.
Use agility to help move around the court.

Tag Rugby:

Combine running and passing skills with accuracy and consistency.
Send and receive a pop pass during a game.
Use appropriate language to explain their attacking and defensive play.

Basketball:

Combine skills such as passing and dribbling.
Show 'blocking' in a game.
Use correct foot placement to forward pivot.
Use a push pass in a game situation.
Use boxing out to win a rebound.
Use w shape hand position to catch more consistently.

Handball:

Attempt a jump shot in a game situation.
Play the role of goalkeeper.
Use an offensive dribble to progress quickly up the court.
Use pivoting in a game to make more successful passes.
Use appropriate language to explain their attacking and defensive play.

Football:



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Receive the ball and turn.
Run with the ball with more control.
Work with a partner to pass on the move.
Apply goal side marking in a game.
Play confidently in a variety of positions.
Use appropriate language to explain their attacking and defensive play.

Netball:
Use appropriate language to explain their attacking and defensive play.
Use a variety of passes in a game at appropriate times.
Try different dodging techniques.
Use pivoting to pass in a game.
Attempt two-hand shooting.
Effectively find space in a game to receive the ball.

Hockey:
Use a block tackle in a game.
Able to combine basic skills such as dribbling and passing.
Apply basic marking in a game situation.
Play in different positions with some success.
Drag the ball left to right with some control and consistency.
Use a range of skills to keep possession e.g., stop, control and send.

OAA:
Work at a high intensity for a sustained period of time whilst completing a task.



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Year 6	<p>Gymnastics: Lead a group warm-up demonstrating the importance of strength and flexibility. Show good character when being lead as part of a group. Perform showing awareness of the judging criteria. Compose a sequence that will achieve the highest score against the criteria.</p> <p>Dance: Warm-up and cool down independently. Interpret different stimuli with imagination and flair. Work creatively and imaginatively on their own, in pairs and in a group, to create simple dances.</p> <p>Athletics: Accurately and confidently judge across a range of athletics activities. Record accurately scores given in a variety of events.</p> <p>Rounders: Demonstrate urgency when in the field. Apply a range of rules in a full rounders game. Apply simple tactics to ensure all runners make it about bases.</p> <p>Cricket: Apply with consistency standard rules of modified cricket game. Use a range of tactics for attacking and defending in the role of bowler, batter and fielder.</p> <p>OAA: Use knowledge of games in PE to suggest adaptations and variations to games/activities.</p>	<p>Gymnastics: Experience flight on and off of apparatus. Arrange own apparatus to enhance work. Perform increasingly complex sequences. Devise a sequence that uses cannon. Devise and perform a sequence with a time limit. Show clarity, fluency, accuracy and consistency in their movements. Include a piece of equipment in sequence. Handle equipment during a sequence. Show awareness of how a sequence might need to be adapted when performing to music. Perform sequence to music.</p> <p>Dance: Use recognised dance actions and adapt to develop motifs and movement patterns. Show tension and extension in dance movements. Perform a duet including a range of elements. Show appropriate facial expressions and gestures. Attempt to include dynamics in dance. Practise and refine coordination skills through activities such as live aural setting/freeze frame. Use gestures to communicate a theme. Communicate the artistic intention of a dance fluently, musically and with control.</p>	<p>Gymnastics: Identify strengths and weaknesses to a performance. Explain why dismounting safely is so important. Work independently and in small groups to make up sequences to perform to an audience. Show a desire to improve competence across a broad range of actions.</p> <p>Dance: When working in groups/pairs, take the lead suggesting ideas and refining actions of others. Work sensibly with others during contact and lift work. Use facial expression to communicate emotion and a further narrative. Improve own choreography to make dance more interesting. Identify in others and self where a performance shows good qualities.</p> <p>Athletics: Demonstrate improvement when working with self and others.</p> <p>Rounders: Understand teammates perspective & motivation when accumulating runs/rounders. Work with a partner/team to field longer balls.</p>
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<p>Follow instructions accurately.</p> <p>Hockey: Choose and implement a range of strategies to attack and defend, such as restricting attackers space or goal side marking. Use and apply boundary rules such as corners, self pass and sideline. Suggest, plan and lead a warm-up or drill and use STEP technique to modify.</p> <p>Netball: Umpire a game, explaining decisions where necessary. Help the shooter by staying 'free' around the D. Make choices about where to pass the ball. Make quicker decisions in a game (on and off the ball). Apply the 1m rule consistently.</p> <p>Basketball: Implement a range of strategies to attack and defend, such as restricting attackers' space. Appraise own skill level and choose the distance for a free throw. Play with basketball rules recognising when they have committed a foul. Counterattack with team using the fast break.</p> <p>Football: Devise a drill that develops a particular skill. Explain why certain areas of the goal are better to shoot at.</p> <p>Handball: Can say why you need to get 'free' in handball to receive the ball.</p>	<p>Implement skills from other activity areas, e.g. gym and games, to perform tasks. Show a variety of performance qualities when performing.</p> <p>Athletics: Demonstrate accuracy and good technique when throwing for distance. Show good technique and control for jumping activities. Use power to improve the start of a sprint. Use skill and knowledge of activity to teach and lead others confidently. Choose appropriate run-up distance as an individual for athletic jumps. Use the right pace for different running distances.</p> <p>Rounders: Show attacking and defensive skills as a batter. Attempt to track and catch high balls in isolation and gameplay. Increased speed when bowling. Play in a complete game of rounders with markings and four bases. Recognise when to run and when to stop on a base.</p> <p>Cricket: Attempt attacking field placement including slip, leg and cover position. Track and catch high balls in isolation and gameplay.</p>	<p>Cricket: Work as a pair to field long balls. Identify ways you can support your batting partner.</p> <p>OAA: Use information given by others to complete a task and work collaboratively. Work collaboratively to perform a more complex task. Takes responsibility for a role in a task.</p> <p>Hockey: Work as a team to identify and communicate players that need to be marked.</p> <p>Netball: Play in a competition. Play in high 5 squad rotations keeping track of who is where and where you are rotating to next.</p> <p>Basketball: Develop confidence to drive to the basket.</p> <p>Football: Work as a team to attack and defend, implementing a variety of football skills. Collaborate with a partner to implement simple defensive techniques.</p> <p>Handball: Work as part of a team to switch from defensive to attacking play. As a team, decide tactics to implement into the game.</p> <p>Tag Rugby:</p>
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<p>Recognise when a rule has been broken and explain the repercussions. Make appropriate pass choices.</p> <p>Tag Rugby: Use STEP principle to suggest, plan and lead a warm-up to compliment the lesson objectives. Recognise the difference between attacking and defensive tactics. Make quicker decisions in games (on and off the ball). Support players when you are off the ball.</p> <p>Tennis: Develop doubles play further implement basic positioning tactics. Make good choices in games about the best shots to use. Explain some of the tactics used in tennis. Apply a range of defensive tactics in a game, individually and with a partner. Begin to use whole scoring systems. Begin to use doubles service rules.</p> <p>Badminton: Make appropriate choices in games about the best shot to use. Explain some of the tactics used in badminton. Develop doubles play further implement basic positioning tactics. Begin to use full scoring systems. Begin to use doubles service rules. Apply a range of defensive tactics in a game, individually and with a partner.</p>	<p>Demonstrate control and consistency in a range of fielding skills, e.g. throwing, catching, tracking, intercepting. Strike bowled balls in games and attempt a range of shots. Show urgency when necessary when in the field.</p> <p>OAA: Use speed at appropriate times to complete a task quicker. Refine and adapt ideas in a group task.</p> <p>Hockey: Play confidently in a variety of positions (attacking and defensive). Channel opposition players away from the middle of the pitch. Use and apply more rules such as where to take hit-outs and long corner rules. Use a variety of techniques for passing, controlling, dribbling and shooting the ball in games. Use simple set plays. Consistently stop and control a ball. Shoot from close range.</p> <p>Netball: Mark the ball for a pass or shot. Anticipate, track and control a rebounding ball from a shot. Knock away the ball when appropriate.</p> <p>Basketball: Track and control a rebound from a shot (a penalty shot or open play).</p>	<p>Suggest ways to improve set plays. Offer suggestions for improvements on other's warm-up activities.</p> <p>Tennis: Use speaking and listening skills to umpire and play with peers without dispute.</p> <p>Badminton: Use speaking and listening skills to umpire and play with peers without dispute.</p>
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		<p>Apply agility to a variety of basketball skills. Use a retreat dribble in a game. Perform a v-cut effectively. Attempt a 3 point shot.</p> <p>Football: Pass the ball to set up others to shoot. Apply speed and accuracy to a penalty shot. Apply correct body positioning when closing down a player to defend. Attempt proper foot placement to send and receive the ball. Shoot during a game.</p> <p>Handball: Use space in a counterattack. Use accurate dribbling skills in a game. Combine dribbling with other handball skills.</p> <p>Tag Rugby: Consistently catch/stop and control a ball. Use a variety of techniques for passing, controlling and moving the ball. Use speed and agility in gameplay.</p> <p>Tennis: Attempt more technical shots such as smash, where able, use in a game.</p> <p>Badminton: Attempt more technical shots such as smash, where able use in a game. Use forehand, backhand and overhead shots with more confidence in games.</p>	
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Swimming	<p>Beginner: Enter and exit the water independently.</p> <p>Intermediate: Attempt surface dive. Enter and exit the water in a variety of ways.</p> <p>Advanced: Begin to use basic swimming techniques including correct arm and leg action. Attempt to use basic breathing patterns when swimming.</p>	<p>Beginner: Propel themselves over longer distances using swimming aids. Float and regain to standing confidently. Push and glide and transition from glide to stroke. Apply basic arm and leg action to 'doggy paddle'. Swim a short distance between 5 and 20 metres unaided using one consistent stroke. Attempt skill of sculling and use to propel themselves.</p> <p>Intermediate: Begin to use basic swimming techniques including correct arm and leg action. Attempt to use basic breathing patterns when swimming. Submerge, sink, roll and rotate underwater. Swim over greater distance of 10 and 20 metres with confidence in shallow water.</p> <p>Advanced: Bring control and fluency to at least two recognised strokes. Link lengths together with turns and attempt a tumble turn in isolation and during stroke. Swim competently, confidently and proficiently over a distance of at least 25 metres. Surface dive and travel to the bottom of the pool to collect objects. Work up to crouching dive.</p>	<p>Beginner: Move with more confidence in water including submerging themselves fully.</p> <p>Intermediate: Work in collaboration to perform group challenges such as group floats.</p> <p>Advanced: Compete as part of a team. Have attempted personal survival techniques as an individual and a group with success.</p>
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