

|  |
| --- |
| **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, adjusting speed or direction to avoid obstacles  I can balance on one foot or in a squat momentarily, shifting body weight to improve stability  I can grasp and release with two hands to throw and catch a large ball, beanbag or an object  I can create lines and circles pivoting from the shoulder and elbow  I can manipulate a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons | | | | | | 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  I can mirror the playful actions or movements of another adult or child  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 | | | | | |
|  | **Reception** | | | | | | | | | | | |
| Early Learning Goals | **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.  **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. | | | | | | | | | | | |
|  | **Moving and Handling** | | | | | | **Health and Self Care** | | | | | |
|  | 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  I can experiment with different ways of moving, testing out ideas and adapting movements to reduce risk  I can jump off an object and land appropriately using hands, arms and body to stabilize and balance  I can negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles  I can travel with confidence and skill around, under, over and through balancing and climbing equipment  I can show increasing control over an object in pushing, patting, throwing, catching or kicking it  I can use simple tools to effect changes to materials  I can handle tools, objects, construction and malleable materials safely and with increasing control and intention  I can show a preference for a dominant hand  I can begin to use anticlockwise movement and retrace vertical lines  I can begin to form recognizable letters independently  I can use a pencil and holds it effectively to form recognizable letters, most of which are correctly formed | | | | | | I can initiate and describe playful actions or movements for other children to mirror and follow  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  I can show understanding of how to transport and store equipment safely  I can practice some appropriate safety measures without direct supervision, considering both benefits and risk of a physical experience | | | | | |
|  | Key Stage 1 National Curriculum | | | | | | | | | | | |
|  | Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.    Pupils should be taught to:   * - Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities * - Participate in team games, developing simple tactics for attacking and defending * - Perform dances using simple movement patterns. * - 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** | |
|  | I can move in different ways, avoiding obstacles- hop, skip, jump, slide, walk, run  I can hit a target with a ball or beanbag  I can roll the ball through a gate to my partner | | I can perform different shapes with my body, having different points touching the floor or apparatus (star, straight, tuck shapes) with good technique  I can perform all 5 gym  shapes on low apparatus with good technique  I can perform a  minimum of 3 shapes on high apparatus with  good technique | | I can move in a variety of ways, stop on command and change speed  I can underarm throw a large ball, beanbag, then a tennis ball to my partner  I can catch a ball (with a minimum of one bounce) | | I can react quickly and work effectively as part of a team to complete tasks  I can move safely in a confined space avoiding others  I can move quickly and keep an item under control | | 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)  I can jump forwards,  backwards and sideways on two feet, then hop on one foot  I can push, pass and bounce a ball to my partner, then throw a  ball into a target (buckets, hoop,  wall targets, boxes etc) | | I can control a tennis ball with a racket (walk the dog, balance a ball on the racket, balance ball on racket whilst  walking)  I can hit the ball on the ground repeatedly, then bounce and catch it with the opposite hand  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 | |
| Multi-Ability Focus | **PERSONAL SKILLS**  I can follow instructions & work on simple tasks by myself | | **SOCIAL SKILLS**  I can help and play with others and take turns | | **COGNITIVE SKILLS**  I can follow simple rules and name things I can do | | **CREATIVE SKILLS**  I can put more than one skill in order | | **PHYSICAL SKILLS**  I can compare and develop what I've done  before | | **HEALTH & FITNESS**  I can practise safely while avoiding others | |
| Vocabulary | Head up  Focus  Stance  Aim  Underarm  Ready position  Target  Roll  Partner  Hopscotch  Different  Gate  Cone  Beanbag | | Control  Balance  Straight  Star  Tuck  Head up  Ball of feet  High level  Low level  Combine  Bend your knees  Rocking/rolling | | Head up  Change direction  Eyes on ball  Ready position  Fingers spread  Move towards ball  Catch  Roll  Follow through  Move  Sending  Bounce | | 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 | | 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 | | Head up  Eyes focused  Ready position  Bend knees  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** | |
|  | 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)  I can jump using a skipping rope  I can create and perform a sequence of movements (block 4), including rotation using  apparatus | | I can move whilst catching a tennis ball  I can accurately underarm throw a ball to my partner and catch it  I can drop the ball then accurately hit it to my  partner using a tennis racket | | I can react quicker than my opponent  I can work as part  of a team  I can find space  I can work with a  partner to move over, under and around obstacles. I can complete tasks quickly | | I can dribble a ball with my feet with good control, whilst avoiding obstacles, and successfully stop it  with the ball of my foot on command  I can pass the ball  accurately and  consistently  through a gate  I can keep  possession away  from a defender | | I can catch an item with two hands, one hand and clap before receiving an item  I can keep moving to  receive a pass that  could be intercepted  I can keep possession  away from a defender  by moving into space  to receive an item  being thrown to me | | I can walk and run with good posture and balance (head straight, back straight, keep on your toes)  I can jump:  - 2 foot to 2 feet  - 1 feet to 2 feet  - 2 feet to 1 foot  - 1 foot to 1 foot  I can send an object towards a target in different ways (under - arm, over - arm) | |
| Multi-Ability Focus | **PERSONAL SKILLS**  I can try several times if I don't succeed and ask for help if needed | | **SOCIAL SKILLS**  I can work sensibly, praise and encourage  others | | **COGNITIVE SKILLS**  I can recognise similarities and difference & explain why someone is performing well | | **CREATIVE SKILLS**  I can compare my actions with others and link actions  together | | **PHYSICAL SKILLS**  I link movements together in different directions and levels | | **HEALTH & FITNESS**  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** | |
|  | I can accurately pass a ball to my partner whilst in a stationary position and whilst moving  I can defend, mark and intercept a ball in a small group situation  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 successfully perform 2 different types of rolls safely (pencil roll, tuck roll)  I can link and  develop 2 different  jumps using apparatus safely  I can use apparatus in more creative ways | | I can accurately pass and receive the ball to and from my partner using a number of different throwing techniques  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 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 | | 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  I can increase my confidence, 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 | | I can run with a tall body on balls of the feet, picking feet up high, head held high  I can jump from 2 feet to 2 feet, 1 foot to 2 feet, 1 foot to 1 foot, left 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 | | I can accurately pass and receive the ball  to and from my partner using a number of different throwing techniques.  I can move into space after I pass the ball in a  game situation to keep the ball away from a  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 | **PERSONAL SKILLS**  I can begin to challenge myself and understand my level | | **SOCIAL SKILLS**  I can show patience with others and share  ideas | | **COGNITIVE SKILLS**  I understand simple tactics of attacking and defending | | **CREATIVE SKILLS**  I can make up my own rules and versions of activities to suit a task | | **PHYSICAL SKILLS**  I can perform for longer and repeat actions | | **HEALTH & FITNESS**  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  Combine | | 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 | |
|  | | **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** |
|  | | I can perform all gymnastics shapes on different body parts/levels using apparatus.  I can explain how gymnastics improves my joint range of movements  I can balance on patches and points using symmetry and  asymmetry in pairs.  I can create and perform a sequence  I can use different  levels, directions,  pathways and speeds.  I can create and  perform a sequence in  a pathway  I can perform a forward roll.  I can create and perform a sequence in pairs  I can use the correct  jumping, leaping and  landing techniques  I can use a wide range  of gymnastics actions  when using apparatus | | I can keep the ball away from a defender while passing to others  I can improve movement to receive a pass  I can create different passes that can be used in a game  I can create different passes that can be used in a game | | I can complete tasks quickly.  I can stay safe and support others.  I can use cooperation  and teamwork  I can follow instructions and restrictions of each activity.  I can cooperate with others as part of  a small team  I can develop and  master fundamental  movement skills.  I can explore different  methods of communication and  decide which is the  most effective | | I am competent at passing the ball using my feet from a short distance  I can dribble around  obstacles  I can keep the ball  away from a defender while passing to others | | I know how to place my feet and position my body in order to bowl a ball  I can stop a moving  ball and return it to  a partner  I know the  importance of  hitting the ball into  a certain area | | I can maintain a good running technique when sprinting and running over obstacles  I can use a short run to  jump from one to two feet  I can demonstrate a two-handed push throw and a sling throw |
| Multi- Ability Focus | | **PERSONAL SKILLS**  I can react positively when things are difficult | | **SOCIAL SKILLS**  I can show patience with others and share ideas | | **COGNITIVE SKILLS**  I understand simple tactics of attacking and defending | | **CREATIVE SKILLS**  I can make up my own rules and versions of activities to suit a task | | **PHYSICAL SKILLS**  I can perform for longer and repeat actions | | **HEALTH AND FITNESS**  I can describe how/why my body changes during exercise |
| Vocabulary | | Stillness  Balance  Body shape  Body tension  Copy partner  Timing  Clear shapes  Long shapes  Combine  Straight shapes  Arms out  Land on feet  Flat feet  Use strength  Control  Grip  Transition | | Pointing hands  Straight arms  Step forward  Angles  Head up  Awareness of others  Support player  Movement  Turn  Quick movement  Strategy  Types of pass  Bounce pass  Chest pass  Overhead pass  Communication  Tactics  Pass quickly | | Focus  Movement awareness  Tactics and strategies  Communication  Listening  Cooperation  Discussion  Pace  Imagination | | Head straight  Aim  Step forward  Straight bowling arm  Follow through  Eyes on the ball  Slightly over run  Pick up and throw  Hands ready  Stand sideways  Hit in middle of bat  Point bat to target  Strong hand at bottom | | Head up  Soft contact  Awareness  Change direction  Communication  Keep ball close  Movement  Support  Space  Angles  Foot pointing  Inside of foot  Outside of foot  Competent  Defender  Dribbling  Obstacles  Avoiding | | Head up  Fast arms  Balance  Bend your knees  Step over hurdles  Head straight  Jump forwards  Gain height  Take off  Hands on side  Non-throwing arm |
|  | | **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** |
|  | | I can show control and awareness  when passing and receiving.  I can work as part of an effective  Team  I can pass  effectively to a  partner  I can keep the  ball away from  a defender  while passing to  others | | I can recognise all gymnastics shapes.  I can identify which joints are moving when  changing shapes.  I can offer comments  on improving can travel using different levels.  I can create and perform in pairs.  I can use a counter balance with tension techniques  I can perform a forward  roll and an egg roll.  I can recognise and talk about  different responses to the  same task.  I can use the correct  jumping and landing  technique | | I can consistently with a  Partner  I can identify & throw into  space to win a point  I can learn how to play with  and against another team.  I can develop strategies in  a competitive game of  seated volleyball or tennis | | I can pass and move with a partner.  I can pass and move to keep  possession of the ball away from a defender.  I can use tactics when  working as part of a team  I can create space and  keep the ball away from  defenders. | | I can observe a partner and give  accurate feedback.  I can demonstrate the ability to  accelerate from a variety of static  positions  I can sustain jogging and  running at a consistent pace  for over a minute  I can perform triple jump  combination sequences with  balance and control | | I can work as a team to decide approaches to challenges using my literacy skills.  I can cooperate and work well in a team when  learning to trust others  I can work on  tasks with a  partner  I can work with a partner or in small groups to solve problems.  I can build my confidence when wanting to  communicate my thinking skills |
| Multi-Ability Focus | | **COGNITIVE SKILLS**  I know how to develop my work and the performance of others and develop ways to outwit opponents | | **CREATIVE SKILLS**  I can respond imaginatively to different situations and adjust my tactics | | **SOCIAL SKILLS**  I can give sensible feedback to improve the performance of myself and others | | **PHYSICAL SKILLS**  I can combine a range of skills fluently and with accuracy | | **HEALTH AND FITNESS**  I can self-select and perform appropriate warm up activities and identify issues | | **PERSONAL**   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** |
|  | | 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  I can dribble and pass  the ball to teammates to  move towards a target,  avoiding defenders  I can keep possession of the ball by  passing the ball accurately to my teammates, avoiding defenders in  a game situation  I can keep discuss what  strategies could be used to  improve my performance  (better protect the ball), and  how I can support my  teammate player with the ball | | (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  (RUGBY) I know how to  move forwards and pass  backwards.  (Mini Volleyball/Tennis) I  can use strategies to help  outwit an opponent  (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  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 | | To be able to use all  gymnastics shapes, including  partner assisted shapes. To  create and perform a sequence  using six contrasting actions  To be identify which joints are  moving when changing shapes.  To watch a sequence and  comment/improve on  compositional aspects  To use different levels, directions,  pathways and speed when travelling.  To demonstrate good posture and  control while exercising  To perform a forward roll and  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 | | I can work as a team to decide  approaches to challenges using my literacy skills.  I can cooperate and work well in a team  when learning to trust others  I can work with a partner  or in small groups to  solve problems.  I can build my confidence  when wanting to  communicate my  thinking skills | | (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  (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  (Cricket) I can learn the rules of and  play diamond cricket  (Rounders) I can work quickly whilst  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 | | I can observe a partner and give accurate  Feedback  I can demonstrate the ability  to accelerate from a variety  of static positions  I can perform triple jump combination  sequences with balance and control  I can sustain jogging and running at a consistent pace for over a minute |
| Multi-Ability Focus | | **COGNITIVE SKILLS**  I can evaluate strengths and weaknesses to read and react to different game situations | | **CREATIVE SKILLS**  I can effectively disguise my actions and use a variety of decisions | | **SOCIAL SKILLS**  I can motivate others to perform better with constructive feedback | | **PHYSICAL SKILLS**  I can transfer skills consistently in challenging situations | | **HEALTH AND FITNESS**  I can explain different types of fitness and plan my own fitness program | | **PERSONAL**  I can create my own learning plan and make changes based on feedback |
| Vocabulary | | Head up  Keep ball  Possession  Accurately  Dribbling  Defenders  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 | | Eyes focused  Head up  Pass and move  Tactics & strategies  Run with ball  Move in front  Get behind ball  Support play  Quick feet  Dodge  Pass quickly  Hold around belly  Eyes focused  Fingers spread  Outwit  Ready position  React  Fast footwork | | Eyes focused  Rhythmic  Create  Copy  Remember  Repeat  Control  Skills  Timing  Points of body  Unison  Support  Combine  Swing hips  Land on feet  Arms out  Balance  Core strength | | Eyes focused  Ready position  Team work  Quick movement  Tactics & Strategies  Trust & teamwork  Clear instructions  Problem solving  Decision making  Planning | | Hit into space  Bend knees  Run quickly  Tactics  Head up  Eyes focused  Fingers spread  Communication  Hit ball  Aim for space  Point feet  Hit away  Stumps  Hands ready  Bend knees  Stand sideways  Cupped hands | | Eyes focused  Head straight  Use of arms  Steady pace  Determination  Bend knees  Pump arms  Spring  Control  Hop, step and jump  Arms to support  Take off  Landing  Follow through  Non-throwing arm |