

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
NURSERY	<p>Fundamentals In this unit children will develop their fundamental movement skills through the topic of 'all about me'. Fundamental skills will include balancing, running, changing direction, jumping, hopping and travelling. Children will develop gross motor skills through a range of activities. They will learn how to stay safe using space, working independently and with a partner.</p> <p><u>Objectives:</u></p> <ul style="list-style-type: none"> To develop balancing whilst stationary and on the move. To develop running and stopping. To develop changing direction. To develop jumping and landing. To develop hopping and landing with control. To explore different ways to travel. 	<p>Introduction to PE In this unit, children will be introduced to Physical Education and structured movement through the topic of 'fantasy and adventure'. They will spend time learning basic principles of a PE lesson such as finding space, freezing on command, using and sharing equipment and working individually, with a partner and group. They will take part in activities, which will develop fundamental movement skills such as running, jumping, skipping.</p> <p><u>Objectives:</u></p> <ul style="list-style-type: none"> To move safely and sensibly in a space with consideration of others. To develop moving safely and stopping with control. To use equipment safely and responsibly. To use different travelling actions whilst following a path. To work with others co-operatively and play as a group. To follow, copy and lead a partner. 	<p>Dance In this unit, children will be developing their expressive movement through the topic of 'everyday life'. Children explore space and how to use space safely. They explore travelling movements, shapes and balances. Children choose their own actions in response to a stimulus. They are given the opportunity to copy, repeat and remember actions. They are introduced to counting to help them keep in time with the music. They perform to others and begin to provide simple feedback.</p> <p><u>Objectives:</u></p> <ul style="list-style-type: none"> To use counts of 8 to know when to change action. To explore different body parts and how they move. To explore different body parts and how they move and remember and repeat actions. To express and communicate ideas through movement exploring directions and levels. To copy and repeat actions showing confidence and imagination. To move with control and coordination, linking, copying and repeating actions. 	<p>Ball Skills In this unit children will develop their ball skills through the topic of 'minibeasts'. Children will develop fundamental ball skills such as rolling and receiving a ball, throwing to a target, bouncing and catching, dribbling with feet and kicking a ball. Children will be able to develop their fine and gross motor skills though a range of game play using a variety of equipment. Children will be given opportunities to work independently and with a partner.</p> <p><u>Objectives:</u></p> <ul style="list-style-type: none"> To develop rolling a ball to a target. To develop stopping a rolling ball. To develop accuracy when throwing to a target. To develop bouncing and catching a ball. To develop dribbling a ball with your feet. To develop kicking a ball. 	<p>Games In this unit, children will develop their understanding of playing games through the topic of 'transport'. Children will practise and further develop fundamental movement skills through games. They will also learn how to score and play by the rules, how to work with a partner and begin to understand what a team is, as well as learning how to behave when winning and losing.</p> <p><u>Objectives:</u></p> <ul style="list-style-type: none"> To work safely and develop running and stopping. To develop throwing and learn how to keep score. To be able to play games showing an understanding of the different roles within it. To follow instructions and move safely when playing tagging games. To work co-operatively and learn to take turns. To work with others to play team games. 	<p>Gymnastics In this unit, children will develop their basic gymnastic skills through the topic of 'animals and their habitats'. Children explore basic movements, creating shapes, balances, and jumps and begin to develop rocking and rolling. They show an awareness of space and how to use it safely and perform basic skills on both floor and apparatus. They copy, create, remember and repeat short sequences. They begin to understand using levels and directions when traveling and balancing.</p> <p><u>Objectives:</u></p> <ul style="list-style-type: none"> To copy and create shapes with your body. To be able to create shapes whilst on apparatus. To develop balancing and taking weight on different body parts. To develop jumping and landing safely. To develop rocking and rolling. To copy and create short sequences linking actions together.
ASSESSMENT CRITERIA	<p>Emotional</p> <ul style="list-style-type: none"> Confident to try new activities. Ask for help if needed. <p>Physical</p> <ul style="list-style-type: none"> Handle equipment effectively. Move confidently in a range of ways. Safely negotiate space. Show good control and co-ordination in small and large movements. Can talk about ways to keep healthy and safe. Know the importance for good health and physical exercise. <p>Social</p> <ul style="list-style-type: none"> Sensitive to others' feelings. Play co-operatively; taking turns. <p>Thinking</p> <ul style="list-style-type: none"> Talk about my own ideas and use them in response to a task. Understand and follow rules. 	<p>Emotional</p> <ul style="list-style-type: none"> Confident to try new activities. Ask for help if needed. <p>Physical</p> <ul style="list-style-type: none"> Handle equipment effectively. Move confidently in a range of ways. Safely negotiate space. Show good control and co-ordination in small and large movements. Can talk about ways to keep healthy and safe. Know the importance for good health and physical exercise. <p>Social</p> <ul style="list-style-type: none"> Sensitive to others' feelings. Play co-operatively; taking turns. <p>Thinking</p> <ul style="list-style-type: none"> Talk about my own ideas and use them in response to a task. Understand and follow rules. 	<p>Emotional</p> <ul style="list-style-type: none"> Confident to try new activities. Ask for help if needed. <p>Physical</p> <ul style="list-style-type: none"> Handle equipment effectively. Move confidently in a range of ways. Safely negotiate space. Show good control and co-ordination in small and large movements. Can talk about ways to keep healthy and safe. Know the importance for good health and physical exercise. <p>Social</p> <ul style="list-style-type: none"> Sensitive to others' feelings. Play co-operatively; taking turns. <p>Thinking</p> <ul style="list-style-type: none"> Talk about my own ideas and use them in response to a task. Understand and follow rules. 	<p>Emotional</p> <ul style="list-style-type: none"> Confident to try new activities. Ask for help if needed. <p>Physical</p> <ul style="list-style-type: none"> Handle equipment effectively. Move confidently in a range of ways. Safely negotiate space. Show good control and co-ordination in small and large movements. Can talk about ways to keep healthy and safe. Know the importance for good health and physical exercise. <p>Social</p> <ul style="list-style-type: none"> Sensitive to others' feelings. Play co-operatively; taking turns. <p>Thinking</p> <ul style="list-style-type: none"> Talk about my own ideas and use them in response to a task. Understand and follow rules. 	<p>Emotional</p> <ul style="list-style-type: none"> Confident to try new activities. Ask for help if needed. <p>Physical</p> <ul style="list-style-type: none"> Handle equipment effectively. Move confidently in a range of ways. Safely negotiate space. Show good control and co-ordination in small and large movements. Can talk about ways to keep healthy and safe. Know the importance for good health and physical exercise. <p>Social</p> <ul style="list-style-type: none"> Sensitive to others' feelings. Play co-operatively; taking turns. <p>Thinking</p> <ul style="list-style-type: none"> Talk about my own ideas and use them in response to a task. Understand and follow rules. 	<p>Emotional</p> <ul style="list-style-type: none"> Confident to try new activities. Ask for help if needed. <p>Physical</p> <ul style="list-style-type: none"> Handle equipment effectively. Move confidently in a range of ways. Safely negotiate space. Show good control and co-ordination in small and large movements. Can talk about ways to keep healthy and safe. Know the importance for good health and physical exercise. <p>Social</p> <ul style="list-style-type: none"> Sensitive to others' feelings. Play co-operatively; taking turns. <p>Thinking</p> <ul style="list-style-type: none"> Talk about my own ideas and use them in response to a task. Understand and follow rules.
RECEPTION	<p>Fundamentals In this unit children will develop their fundamental movement skills through the topic of 'places and spaces'. Children will develop skills of balancing, running, hopping, jumping, travelling and changing direction. Children will develop fine and gross motor skills, through handling equipment. They will learn how to stay safe using space. They work independently and with a partner to complete tasks.</p> <p><u>Objectives:</u></p> <ul style="list-style-type: none"> To develop balancing. To develop running and stopping. To develop changing direction. To develop jumping. To develop hopping. To explore different ways to travel using equipment. 	<p>Introduction to PE In this unit, children will be introduced to Physical Education and structured movement through the topic of 'everyday life'. They will spend time learning basic principles of a PE lesson such as safely using space, stopping safely, using and sharing equipment and working individually, with a partner and group. They will take part in activities which will develop fundamental movement skills such as running, jumping and skipping. Children will also play simple games and begin to understand and use rules.</p> <p><u>Objectives:</u></p> <ul style="list-style-type: none"> To move around safely in space. To follow instructions and stop safely. To stop safely and develop control when using equipment. To stop safely and develop control when using equipment. To follow a path and take turns. To work co-operatively with a partner. 	<p>Dance In this unit, children will be developing their expressive movement through the topic of 'places'. Children explore space and how to use space safely. They explore traveling actions, shapes and balances. Children choose their own actions in response to a stimulus. They also are given the opportunity to copy, repeat and remember actions. They continue to use counting to help them keep in time with the music. They explore dance through the world around them. They perform to others and begin to provide simple feedback.</p> <p><u>Objectives:</u></p> <ul style="list-style-type: none"> To use counting to help to stay in time with the music when copying and creating actions. To be able to move safely with confidence and imagination, communicating ideas through movement. To explore movement using a prop with control and co-ordination. 	<p>Ball Skills In this unit children will develop their ball skills through the topic of 'weather'. Children will develop fundamental ball skills such as throwing and catching, rolling a ball, using targets, dribbling with feet, kicking a ball, bouncing and catching a ball. Children will be able to develop their fine and gross motor skills though a range of game play with balls. Children will work independently and with a partner and will develop decision making and using simple tactics.</p> <p><u>Objectives:</u></p> <ul style="list-style-type: none"> To develop rolling and tracking a ball. To develop accuracy when throwing to a target. To develop dribbling with hands. To develop throwing and catching with a partner. To develop dribbling a ball with your feet. To develop kicking a ball to a target. 	<p>Games In this unit children will practise and further develop their fundamental movement skills through the topic of 'around the world'. Children will learn and develop these skills by playing a variety of games. They will also start to understand how to work as a team, take turns, keep the score, play against an opponent and play by the rules.</p> <p><u>Objectives:</u></p> <ul style="list-style-type: none"> To develop accuracy when throwing and practise keeping score. To follow instructions and move safely when play tagging games. To learn to play against an opponent. To play by the rules and develop coordination. To explore striking a ball and keeping score. To work co-operatively as a team. 	<p>Gymnastics In this unit, children will develop their basic gymnastic skills through the topic of 'traditional tales', to include 'Jack and the Beanstalk' and 'Goldilocks and the Three Bears'. Children explore basic movements, creating shapes and balances, jumps and rolls. They begin to develop an awareness of space and how to use it safely. They perform basic skills on both floor and apparatus. They copy, create, remember and repeat short sequences. They begin to understand using levels and directions when travelling and balancing.</p> <p><u>Objectives:</u></p> <ul style="list-style-type: none"> To create short sequences using shapes, balances and travelling actions. To develop balancing and safely using apparatus. To develop jumping and landing safely from a height. To develop rocking and rolling. To explore travelling around, over and through apparatus.

			<ul style="list-style-type: none">To move with control and coordination, expressing ideas through movement.To move with control and coordination, copying, linking and repeating actions.To remember and repeat actions, exploring pathways and shapes.			<ul style="list-style-type: none">To create short sequences linking actions together and including apparatus.
ASSESSMENT CRITERIA	<p>Emotional</p> <ul style="list-style-type: none">Confident to try new activities.Ask for help if needed. <p>Physical</p> <ul style="list-style-type: none">Handle equipment effectively.Move confidently in a range of ways.Safely negotiate space.Show good control and co-ordination in small and large movements.Can talk about ways to keep healthy and safe.Know the importance for good health and physical exercise. <p>Social</p> <ul style="list-style-type: none">Sensitive to others’ feelings.Play co-operatively; taking turns. <p>Thinking</p> <ul style="list-style-type: none">Talk about my own ideas and use them in response to a task.Understand and follow rules.	<p>Emotional</p> <ul style="list-style-type: none">Confident to try new activities.Ask for help if needed. <p>Physical</p> <ul style="list-style-type: none">Handle equipment effectively.Move confidently in a range of ways.Safely negotiate space.Show good control and co-ordination in small and large movements.Can talk about ways to keep healthy and safe.Know the importance for good health and physical exercise. <p>Social</p> <ul style="list-style-type: none">Sensitive to others’ feelings.Play co-operatively; taking turns. <p>Thinking</p> <ul style="list-style-type: none">Talk about my own ideas and use them in response to a task.Understand and follow rules.	<p>Emotional</p> <ul style="list-style-type: none">Confident to try new activities.Ask for help if needed. <p>Physical</p> <ul style="list-style-type: none">Handle equipment effectively.Move confidently in a range of ways.Safely negotiate space.Show good control and co-ordination in small and large movements.Can talk about ways to keep healthy and safe.Know the importance for good health and physical exercise. <p>Social</p> <ul style="list-style-type: none">Sensitive to others’ feelings.Play co-operatively; taking turns. <p>Thinking</p> <ul style="list-style-type: none">Talk about my own ideas and use them in response to a task.Understand and follow rules.	<p>Emotional</p> <ul style="list-style-type: none">Confident to try new activities.Ask for help if needed. <p>Physical</p> <ul style="list-style-type: none">Handle equipment effectively.Move confidently in a range of ways.Safely negotiate space.Show good control and co-ordination in small and large movements.Can talk about ways to keep healthy and safe.Know the importance for good health and physical exercise. <p>Social</p> <ul style="list-style-type: none">Sensitive to others’ feelings.Play co-operatively; taking turns. <p>Thinking</p> <ul style="list-style-type: none">Talk about my own ideas and use them in response to a task.Understand and follow rules.	<p>Emotional</p> <ul style="list-style-type: none">Confident to try new activities.Ask for help if needed. <p>Physical</p> <ul style="list-style-type: none">Handle equipment effectively.Move confidently in a range of ways.Safely negotiate space.Show good control and co-ordination in small and large movements.Can talk about ways to keep healthy and safe.Know the importance for good health and physical exercise. <p>Social</p> <ul style="list-style-type: none">Sensitive to others’ feelings.Play co-operatively; taking turns. <p>Thinking</p> <ul style="list-style-type: none">Talk about my own ideas and use them in response to a task.Understand and follow rules.	
YEAR 1	<p>Fundamentals</p> <p>Pupils will explore the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. They will explore these skills in isolation as well as in combination. Pupils will be given opportunities to identify areas of strength and areas for improvement. Pupils will work collaboratively with others, taking turns and sharing ideas.</p> <p><u>Objectives:</u></p> <ul style="list-style-type: none">To explore balancing and to be able to move with control.To explore balance, stability and landing safely.To explore how the body moves differently when running at different speeds.To explore changing direction and dodging.To explore jumping, hopping, and skipping actions.To explore co-ordination and combining jumps.To explore combination jumping and skipping in an individual rope.To apply fundamentals skills to a variety of challenges. <p><u>Striking and Fielding</u></p> <p>Pupils develop their basic understanding of striking and fielding games such as Rounders and Cricket. They learn skills including throwing and catching, stopping a rolling ball, retrieving a ball and striking a ball. They are given opportunities to play one against one, one against two, and one against three. They learn how to score points and how to use simple tactics. They learn the rules of the games and use these to play fairly. They show respect towards others when playing competitively and develop communication skills.</p> <p><u>Objectives:</u></p> <ul style="list-style-type: none">To roll a ball towards a target.To track a rolling ball quickly to limit a batter's score.	<p>Dance</p> <p>Pupils will explore travelling actions, movement skills and balancing. They will understand why it is important to count to music and use this in their dances. Pupils will copy and repeat actions linking them together to make short dance phrases. Pupils will work individually and with a partner to create ideas in relation to the theme. Pupils will be given the opportunity to perform and also to provide feedback, beginning to use dance terminology to do so.</p> <p><u>Objectives:</u></p> <ul style="list-style-type: none">To explore travelling actions and use counts of 8 to move in time with the music.To remember and repeat actions and respond imaginatively to a stimulus.To copy, remember and repeat actions that represent the theme.To copy, repeat, create and perform actions that represent the theme.To use expression and create actions that relate to the story.To use a pathway when travelling.To copy, repeat and choose actions that represent the theme.To show changes in expression, level and shape. <p><u>Ball Skills</u></p> <p>In this unit, pupils will explore their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball. Pupils will have the opportunity to work independently, in pairs and small groups. Pupils will be able to explore their own ideas in response to tasks.</p> <p><u>Objectives:</u></p> <ul style="list-style-type: none">To develop control and co-ordination when dribbling a ball with your hands.To explore accuracy when rolling a ball.To explore throwing with accuracy towards a target.To explore catching with two hands.To explore control and co-ordination when dribbling a ball with your feet.	<p>Target Games</p> <p>In this unit pupils will develop their aim using both underarm and overarm actions. Pupils will be given opportunities to select and apply the appropriate action for the target considering the size and distance of the challenge. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by rules to keep themselves and others safe.</p> <p><u>Objectives:</u></p> <ul style="list-style-type: none">To develop underarm throwing towards a target.To develop throwing for accuracy.To develop underarm throwing for accuracy.To explore overarm throwing towards a target.To develop throwing for accuracy with an underarm and overarm throw.To develop throwing for distance.To develop throwing for accuracy and distance.To select the correct technique for the situation.To develop throwing for accuracy and distance. <p>Net and Wall</p> <p>Pupils will be introduced to the basic skills required in Net and Wall games. Pupils will learn the importance of the ready position. They will develop throwing, catching and racket skills, learning to track and hit a ball. They will learn to play against an opponent and over a net. They will begin to use rules and simple tactics when playing against a partner. They will be encouraged to demonstrate good sportsmanship and show respect towards others.</p> <p><u>Objectives:</u></p> <ul style="list-style-type: none">To defend space, using the ready position.To play against an opponent and keep the score.To develop control when handling a racket.To develop hitting over a net.	<p>Net and Wall</p> <p>Pupils will be introduced to the basic skills required in Net and Wall games. Pupils will learn the importance of the ready position. They will develop throwing, catching and racket skills, learning to track and hit a ball. They will learn to play against an opponent and over a net. They will begin to use rules and simple tactics when playing against a partner. They will be encouraged to demonstrate good sportsmanship and show respect towards others.</p> <p><u>Objectives:</u></p> <ul style="list-style-type: none">To defend space, using the ready position.To play against an opponent and keep the score.To develop control when handling a racket.To develop racket and ball skills.To develop sending a ball using a racket.To develop hitting over a net. <p>Invasion</p> <p>Pupils develop the basic skills required in invasion games such as sending, receiving and dribbling a ball. They develop their understanding of attacking and defending and what being 'in possession' means. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and how to play to the rules. They work independently, with a partner and in a small group and begin to self-manage their own games, showing respect and kindness towards their teammates and opponents.</p> <p><u>Objectives:</u></p> <ul style="list-style-type: none">To develop dribbling towards a goal.To understand what being 'in possession' means.To develop passing to a teammate with your feet.To understand who to pass to and why when playing against a defender.To develop dribbling a ball with handsTo move towards a goal with the ball.To develop throwing to a teammate.To support a teammate when in possession.To move into space showing an awareness of defenders.To be able to stay with a player when defending.	<p>Athletics</p> <p>In this unit, pupils will develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently.</p> <p><u>Objectives:</u></p> <ul style="list-style-type: none">To learn to move at different speeds for varying distances.To develop a foundation for balance and stability.To develop agility and co-ordination.To explore hopping, jumping and leaping for distance.To develop throwing for distance.To develop throwing for accuracy. <p>Fitness</p> <p>Pupils will take part in a range of fitness activities to develop components of fitness. Pupils will begin to explore and develop agility, balance, co-ordination, speed and stamina. Pupils will be given the opportunity to work independently and with others. Pupils will develop perseverance and show determination to work for longer periods of time.</p> <p><u>Objectives:</u></p> <ul style="list-style-type: none">To understand how to run for longer periods of time without stopping.To develop co-ordination and timing when jumping in a long rope.To develop individual skipping.To take part in a circuit to develop stamina and agility.To explore exercises that use your own body weight.To develop 'ABC,' agility, balance and co-ordination.	<p>Invasion</p> <p>Pupils develop the basic skills required in invasion games such as sending, receiving and dribbling a ball. They develop their understanding of attacking and defending and what being 'in possession' means. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and how to play to the rules. They work independently, with a partner and in a small group and begin to self-manage their own games, showing respect and kindness towards their teammates and opponents.</p> <p><u>Objectives:</u></p> <ul style="list-style-type: none">To develop dribbling towards a goal.To understand what being 'in possession' means.To develop passing to a teammate with your feet.To understand who to pass to and why when playing against a defender.To develop dribbling a ball with handsTo move towards a goal with the ball.To develop throwing to a teammate.To support a teammate when in possession.To move into space showing an awareness of defenders.To be able to stay with a player when defending. <p>Gymnastics</p> <p>In this unit pupils learn to use space safely and effectively. They explore and develop basic gymnastic actions on the floor and using low apparatus. Basic skills of jumping, rolling, balancing and travelling are used individually and in combination to create movement phrases. Pupils are given opportunities to select their own actions to build short sequences and develop their confidence in performing. Pupils begin to understand the use of levels, directions and shapes when travelling and balancing.</p> <p><u>Objectives:</u></p> <ul style="list-style-type: none">To explore travelling movements using the space around you.

	<ul style="list-style-type: none">To develop accuracy in underarm throwing and consistency in catching when fielding a ball.To develop overarm throwing.To develop striking a ball with my hand and equipment.To retrieve a ball when fielding.To understand how to get a batter out.To develop decision making and understand how to score points.	<ul style="list-style-type: none">To explore tracking a ball that is coming towards me.	<ul style="list-style-type: none">To develop racket and ball skills.To develop sending a ball using a racket.To develop hitting over a net.	<ul style="list-style-type: none">To support a teammate when in possession.To move into space showing an awareness of defenders.To be able to stay with a player when defending.		<ul style="list-style-type: none">To develop quality when performing gymnastic shapes.To develop stability and control when performing balances.To develop technique and control when performing shape jumps.To develop technique in the barrel, straight and forward roll.To link gymnastic actions to create a sequence.
ASSESSMENT CRITERIA	<p>Fundamentals</p> <ul style="list-style-type: none">I can change direction when moving at speed.I can recognise changes in my body when I do exercise.I can run at different speeds.I can select my own actions in response to a task.I can show hopping and jumping movements.I can work co-operatively with others to complete tasks.I show balance and co-ordination when static and moving at slow speed. <p>Striking and Fielding</p> <ul style="list-style-type: none">I can catch a beanbag and a medium-sized ball.I can recognise changes in my body when I do exercise.I can roll a ball towards a target.I can strike a ball using my hand.I can track a ball that is coming towards me.I know how to score points.I play fairly against an opponent.I understand the rules and I am beginning to use these to play fairly.I understand when I am successful.	<p>Dance</p> <ul style="list-style-type: none">I am beginning to use counts.I can copy, remember and repeat actions.I can move confidently and safely.I can use different parts of the body in isolation and together.I can work with other to share ideas and select actions.I choose appropriate movements for different dance ideas.I recognise changes in my body when I do exercise.I say what I liked about someone else's performance.I show some sense of dynamic and expressive qualities in my dance. <p>Ball Skills</p> <ul style="list-style-type: none">I am beginning to catch with two handsI am beginning to dribble with my hands and feet.I am beginning to understand simple tactics.I can roll and throw with some accuracy towards a target.I can say when someone was successful.I can track a ball that is coming towards me.I can work co-operatively with a partner.	<p>Target Games</p> <ul style="list-style-type: none">I can recognise changes in my body when I do exercise.I can use overarm throw aiming towards a target.I can roll a ball towards a target.I can use an underarm throw aiming towards a target.I can work co-operatively with a partner.I can understand what good technique looks like. <p>Net and Wall</p> <ul style="list-style-type: none">I can hit a ball using a racket.I can throw a ball to land over the net and into the court areas.I can track balls and other equipment sent to me.I can use a ready position to move to the ballI know how to score points.I recognise changes in my body when I do exercise.I show honesty and fair play when playing against an opponent.	<p>Net and Wall</p> <ul style="list-style-type: none">I can hit a ball using a racket.I can throw a ball to land over the net and into the court areas.I can track balls and other equipment sent to me.I can use a ready position to move to the ballI know how to score points.I recognise changes in my body when I do exercise.I show honesty and fair play when playing against an opponent. <p>Invasion</p> <ul style="list-style-type: none">I am beginning to dribble with my hands and feet.I can change direction to move away from a defender.I can recognise space when playing games.I can send and receive a ball with hands and feet.I can use simple rules to play fairly.I move to stay with another player when defending.I can recognise changes in my body when I do exercise.I understand when I am a defender and when I am an attacker.	<p>Athletics</p> <ul style="list-style-type: none">I am able to throw towards a target.I am beginning to show balance and co-ordination when changing direction.I am developing overarm throwing.I can recognise changes in my body when I do exercise.I can run at different speeds.I can work with others and make safe choices.I try my best.I understand the difference between a jump, leap, hop and can choose which allows me to jump the furthest. <p>Fitness</p> <ul style="list-style-type: none">I can change direction when running.I can recognise changes in my body when I do exercise.I can run at different speeds.I can show hopping and jumping movements.I show co-ordination when trying hula hoop skills.I try my hardest to keep working over longer periods of time.I can use co-ordination to turn a skipping rope.I work with others to turn a rope.	<p>Invasion</p> <ul style="list-style-type: none">I am beginning to dribble with my hands and feet.I can change direction to move away from a defender.I can recognise space when playing games.I can send and receive a ball with hands and feet.I can use simple rules to play fairly.I move to stay with another player when defending.I can recognise changes in my body when I do exercise.I understand when I am a defender and when I am an attacker. <p>Gymnastics</p> <ul style="list-style-type: none">I am confident to perform In front of others.I can link simple actions together to create a sequence.I can make my body tense, relaxed, stretched and curled.I can recognise changes in my body when I do exercise.I can remember and repeat actions and shapes.I can say what I liked about someone else's performance.I can use apparatus safely and wait for my turn.
YEAR 2	<p>Fundamentals</p> <p>Pupils will develop the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. Pupils will be given opportunities to work with a range of different equipment. Pupils will be asked to observe and recognise improvements for their own and others' skills and identify areas of strength. Pupils will be given the opportunity to work collaboratively with others, taking turns and sharing ideas.</p> <p>Objectives:</p> <ul style="list-style-type: none">To develop balancing and moving with control.To develop balance, stability and landing safely.To explore how the body moves differently when running at different speeds.To develop changing direction and dodging.To develop and explore jumping, hopping and skipping actions.To develop co-ordination and combining jumps.To develop combination jumping and skipping in an individual role.To apply fundamental skills to a variety of challenges. <p>Striking and Fielding</p> <p>Pupils develop their basic understanding of striking and fielding games such as Rounders and Cricket.</p>	<p>Dance</p> <p>Pupils will explore space and how their body can move to express and idea, mood, character or feeling. They will expand their knowledge of travelling actions and use them in relation to a stimulus. They will build on their understanding of dynamics and expression. They will use counts of 8 consistently to keep in time with the music and a partner. Pupils will also explore pathways, levels, shapes, directions, speeds and timing. They will be given the opportunity to work independently and with others to perform and provide feedback beginning to use key terminology.</p> <p>Objectives:</p> <ul style="list-style-type: none">To repeat, link and choose actions.To create actions and accurately copy other's actions.To copy, remember and repeat actions using facial expressions to show different characters.To perform in unison creating shapes with a partner.To be able to mirror a partner and create ideas.To copy, repeat and create actions in response to a stimulus.To copy, create and perform actions considering dynamics.To create a short dance phrase with a partner showing clear changes of speed.	<p>Target Games</p> <p>In this unit pupils will develop their aim using both underarm and overarm actions. Pupils will be given opportunities to select and apply the appropriate action for the target considering the size and distance of the challenge. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by rules to keep themselves and others safe.</p> <p>Objectives:</p> <ul style="list-style-type: none">To develop underarm throwing towards a target.To develop throwing for accuracy.To develop underarm throwing for accuracy.To explore overarm throwing towards a target.To develop throwing for accuracy with an underarm and overarm throw.To develop throwing for distance.To develop throwing for accuracy and distance.To select the correct technique for the situation.To develop throwing for accuracy and distance. <p>Net and Wall</p> <p>Pupils will be introduced to the basic skills required in Net and Wall games. Pupils will learn the importance of the ready position. They will develop</p>	<p>Net and Wall</p> <p>Pupils will be introduced to the basic skills required in Net and Wall games. Pupils will learn the importance of the ready position. They will develop throwing, catching and racket skills, learning to track and hit a ball. They will learn to play against an opponent and over a net. They will begin to use rules and simple tactics when playing against a partner. They will be encouraged to demonstrate good sportsmanship and show respect towards others.</p> <p>Objectives:</p> <ul style="list-style-type: none">To defend space, using the ready position.To play against an opponent and keep the score.To develop control when handling a racket.To develop racket and ball skills.To develop sending a ball using a racket.To develop hitting over a net. <p>Invasion</p> <p>Pupils develop the basic skills required in invasion games such as sending, receiving and dribbling a ball. They develop their understanding of attacking and defending and what being 'in possession' means. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and how to play to the rules. They work independently, with a partner</p>	<p>Athletics</p> <p>In this unit, pupils will develop skills required in athletic activities such as running at different speeds, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently. They learn how to improve by identifying areas of strength as well as areas to develop.</p> <p>Objectives:</p> <ul style="list-style-type: none">To develop the sprinting action.To develop jumping for distance.To develop technique when jumping for height.To develop throwing for distance.To develop throwing for accuracy.To develop technique when taking part in an athletics carousel. <p>Fitness</p> <p>Pupils will take part in a range of fitness activities to develop components of fitness. Pupils will begin to explore and develop agility, balance, co-ordination, speed and stamina. Pupils will be given the opportunity to work independently and with others. Pupils will develop perseverance and show determination to work for longer periods of time.</p> <p>Objectives:</p>	<p>Invasion</p> <p>Pupils develop the basic skills required in invasion games such as sending, receiving and dribbling a ball. They develop their understanding of attacking and defending and what being 'in possession' means. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and how to play to the rules. They work independently, with a partner and in a small group and begin to self-manage their own games, showing respect and kindness towards their teammates and opponents.</p> <p>Objectives:</p> <ul style="list-style-type: none">To develop dribbling towards a goal.To understand what being 'in possession' means.To develop passing to a teammate with your feet.To understand who to pass to and why when playing against a defender.To develop dribbling a ball with handsTo move towards a goal with the ball.To develop throwing to a teammate.To support a teammate when in possession.To move into space showing an awareness of defenders.To be able to stay with a player when defending. <p>Gymnastics</p>

	<p>They learn skills including throwing and catching, stopping a rolling ball, retrieving a ball and striking a ball. They are given opportunities to play one against one, one against two, and one against three. They learn how to score points and how to use simple tactics. They learn the rules of the games and use these to play fairly. They show respect towards others when playing competitively and develop communication skills.</p> <p><u>Objectives:</u></p> <ul style="list-style-type: none">• To roll a ball towards a target.• To track a rolling ball quickly to limit a batter's score.• To develop accuracy in underarm throwing and consistency in catching when fielding a ball.• To develop overarm throwing.• To develop striking a ball with my hand and equipment.• To retrieve a ball when fielding.• To understand how to get a batter out.• To develop decision making and understand how to score points.	<p><u>Ball Skills</u></p> <p>In this unit, pupils will develop their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball. Pupils will have the opportunity to work independently, in pairs and small groups.</p> <p><u>Objectives:</u></p> <ul style="list-style-type: none">• To be able to roll a ball to hit a target.• To develop co-ordination and be able to stop a rolling ball.• To develop technique and control when dribbling a ball with your feet.• To develop control and technique when kicking a ball.• To develop co-ordination and technique when throwing and catching.• To develop control and co-ordination when dribbling a ball with your hands.	<p>throwing, catching and racket skills, learning to track and hit a ball. They will learn to play against an opponent and over a net. They will begin to use rules and simple tactics when playing against a partner. They will be encouraged to demonstrate good sportsmanship and show respect towards others.</p> <p><u>Objectives:</u></p> <ul style="list-style-type: none">• To defend space, using the ready position.• To play against an opponent and keep the score.• To develop control when handling a racket.• To develop racket and ball skills.• To develop sending a ball using a racket.• To develop hitting over a net.	<p>and in a small group and begin to self-manage their own games, showing respect and kindness towards their teammates and opponents.</p> <p><u>Objectives:</u></p> <ul style="list-style-type: none">• To develop dribbling towards a goal.• To understand what being 'in possession' means.• To develop passing to a teammate with your feet.• To understand who to pass to and why when playing against a defender.• To develop dribbling a ball with hands• To move towards a goal with the ball.• To develop throwing to a teammate.• To support a teammate when in possession.• To move into space showing an awareness of defenders.• To be able to stay with a player when defending.	<ul style="list-style-type: none">• To understand how to run for longer periods of time without stopping.• To develop co-ordination and timing when jumping in a long rope.• To develop individual skipping.• To take part in a circuit to develop stamina and agility.• To explore exercises that use your own body weight.• To develop 'ABC,' agility, balance and co-ordination.	<p>In this unit pupils learn explore and develop basic gymnastic actions on the floor and using apparatus. They develop gymnastic skills of jumping, rolling, balancing and travelling individually and in combination to create short sequences and movement phrases. Pupils develop an awareness of compositional devices when creating sequences to include the use of shapes, levels and directions. They learn to work safely with and around others and whilst using apparatus. Pupils are given opportunities to provide feedback to others and recognise elements of high quality performance.</p> <p><u>Objectives:</u></p> <ul style="list-style-type: none">• To perform gymnastic shapes and link them together.• To be able to use shapes to create balances.• To be able to link travelling actions and balances using apparatus.• To demonstrate different shapes, take off and landings when performing jumps.• To develop rolling and sequence building.• To develop sequence work on apparatus.
<p><u>ASSESSMENT CRITERIA</u></p>	<p><u>Fundamentals</u></p> <ul style="list-style-type: none">• I am beginning to provide feedback using key words.• I am beginning to turn and jump an individual skipping rope.• I can describe how my body feels during exercise.• I can show balance when changing direction.• I can show hopping, skipping and jumping movements with some balance and control.• I can work co-operatively with a partner and a small group.• I show balance and co-ordination when running at different speeds. <p><u>Striking and Fielding</u></p> <ul style="list-style-type: none">• I am beginning to provide feedback using key words.• I am developing underarm and overarm throwing skills.• I can describe how my body feels during exercise.• I can roll a ball to hit a target.• I can sometimes hit a ball using a racket.• I can track a ball and collect it.• I can use simple tactics.• I know how to score points and can remember the score.• I understand the rules of the game and can use these to play fairly in a small group.	<p><u>Dance</u></p> <ul style="list-style-type: none">• I am beginning to provide feedback using key words.• I can copy, remember, repeat and create a dance phrase.• I can describe how my body feels during exercise.• I can show a character and ideas through the actions and dynamic I choose.• I can use counts to stay in time with the music.• I can work with a partner using mirroring and unison in our actions.• I show confidence to perform. <p><u>Ball Skills</u></p> <ul style="list-style-type: none">• I am beginning to provide feedback using key words.• I am beginning to understand and use simple tactics.• I can dribble a ball with my hands and feet with some control.• I can roll and throw a ball to hit a target.• I can send a receive a ball using both kicking and throwing and catching skills.• I can track a ball and collect it.• I can work co-operatively with a partner and a small group.	<p><u>Target Games</u></p> <ul style="list-style-type: none">• I am beginning to select appropriate throwing for the target.• I can describe how my body feels during exercise.• I can use an overarm throw to hit a target with some success.• I can use an underarm throw to hit a target with some success.• I can work co-operatively with a partner and a small group.• I understand what good technique looks like and can use key words in the feedback I provide. <p><u>Net and Wall</u></p> <ul style="list-style-type: none">• I can defend space on my court using the ready position.• I can describe how my body feels during exercise.• I can hit a ball over the net and into court areas.• I can throw accurately to a partner.• I can use simple tactics to make it difficult for an opponent.• I know how to score points and can remember the score.• I show good sportsmanship when playing against an opponent.	<p><u>Net and Wall</u></p> <ul style="list-style-type: none">• I can defend space on my court using the ready position.• I can describe how my body feels during exercise.• I can hit a ball over the net and into court areas.• I can throw accurately to a partner.• I can use simple tactics to make it difficult for an opponent.• I know how to score points and can remember the score.• I show good sportsmanship when playing against an opponent. <p><u>Invasion</u></p> <ul style="list-style-type: none">• I am beginning to provide feedback using key words.• I can describe how my body feels during exercise.• I can dribble a ball with my hands and feet with increasing control.• I can find space away from others when playing games.• I can move with a ball towards my goal.• I can send and receive a ball with increasing consistency with hands and feet.• I can stay close to another player to try and stop them from getting the ball.• I understand the rules and can use them to keep a game going.• I understand what to do when I am an attacker and a defender.	<p><u>Athletics</u></p> <ul style="list-style-type: none">• I can describe how my body feels during exercise.• I can identify good technique.• I can jump and land with control.• I can use an overarm throw to help me to throw for distance.• I can work with others, taking turns and sharing ideas.• I try my best. <p><u>Fitness</u></p> <ul style="list-style-type: none">• I can describe how my body feels during exercise.• I can show hopping and jumping movements with some balance and control.• I persevere with new challenges.• I show determination to continue working over a longer period of time.• I understand that running at a slower speed will allow me to run for a longer period of time.• I work with others to turn a rope and encourage others to jump at the right time.	<p><u>Invasion</u></p> <ul style="list-style-type: none">• I am beginning to provide feedback using key words.• I can describe how my body feels during exercise.• I can dribble a ball with my hands and feet with increasing control.• I can find space away from others when playing games.• I can move with a ball towards my goal.• I can send and receive a ball with increasing consistency with hands and feet.• I can stay close to another player to try and stop them from getting the ball.• I understand the rules and can use them to keep a game going.• I understand what to do when I am an attacker and a defender. <p><u>Gymnastics</u></p> <ul style="list-style-type: none">• I am beginning to provide feedback using key words.• I am proud of my work and confident to perform in front of others.• I can perform the basic gymnastic actions with some control and balance.• I can plan and repeat simple sequences of actions.• I can use directions and levels to make my work look interesting.• I can use shapes when performing other skills.• I can work safely with others and apparatus.
<p><u>YEAR 3</u></p>	<p><u>Handball</u></p> <p>Pupils will be encouraged to persevere when learning key skills such as throwing, catching, dribbling, shooting, defending and attacking. Pupils will use their attacking skills to maintain possession in game situations. They will play small-sided, un-even and even games. The pupils will understand the importance of playing fairly and following the rules. They will be encouraged to think about how to apply the skills learned in game like situations to improve and to get into a scoring opportunity, as</p>	<p><u>Ball Skills</u></p> <p>Pupils will have the opportunity to develop their accuracy and consistency when tracking a ball. They will explore a variety of throwing techniques and will learn to select the appropriate throw for the situation. They will develop catching with one and two hands as well as dribbling with feet and hands. These skills will then be applied to small group games. Pupils will have the opportunity to take on different roles and work both individually and with others.</p>	<p><u>Basketball</u></p> <p>Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, throwing, catching and dribbling. Pupils will learn to use attacking skills to maintain possession of the ball. They will start by playing uneven and then move onto even sided games. Pupils will understand the importance of playing fairly and keeping to the rules. They will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition as well as learn how to evaluate their</p>	<p><u>Gymnastics</u></p> <p>In this unit pupils focus on improving the quality of their gymnastic movements. They are introduced to the terms 'extension' and 'body tension.' They develop the basic skills of rolling, jumping and balancing and use them individually and in combination. Pupils develop their sequence work, collaborating with others to use matching and contrasting actions and shapes and develop linking sequences smoothly with actions that flow. Pupils develop their confidence to perform, considering the quality and control of their actions.</p>	<p><u>Tennis</u></p> <p>In this unit pupils develop the key skills required for tennis such as the ready position, racket control and hitting a ball. They learn how to score points and how to use skills, simple strategies and tactics to outwit the opposition. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules.</p> <p><u>Objectives</u></p> <ul style="list-style-type: none">• To be able to use the ready position.	<p><u>Athletics</u></p> <p>In this unit, pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best. Pupils are also given opportunities to measure, time and record scores.</p>

	<p>well as how to best defend as a team. They will also evaluate their own and others’ performances.</p> <p><u>Objectives</u></p> <ul style="list-style-type: none">• Able to control the ball with one and two hands to help keep possession.• Begin to throw and catch while on the move.• Learn how to move towards goal or away from a defender.• Develop accuracy when shooting.• Able to apply individual and team defending skills.• Use a change of direction and speed to lose a defender and move into space.• Maintain possession when in attack.• Able to apply skills, tactics and rules in game situation. <p><u>Tag Rugby</u></p> <p>In this unit pupils will learn to keep possession of the ball using attacking skills. They will play uneven and then even sided games, developing strategies and social skills to self-manage games. Pupils will understand the importance of playing fairly and keeping to the rules. Pupils will think about how to use skills, strategies and tactics to outwit the opposition. They will learn how to evaluate their own and others’ performances and suggest improvements.</p> <p><u>Objectives:</u></p> <ul style="list-style-type: none">• Develop ball handling skills demonstrating increasing control and accuracy.• Develop throwing, catching and running with the ball.• Develop an understanding of tagging rules.• Begin using the forward pass and offside rule.• Able to support a teammate when attacking.• Able to dodge a defender and move into space when running towards the try zone.• Develop defending skills and use them in game situations.• Able to apply the rules and tactics	<ul style="list-style-type: none">• To develop confidence and accuracy when tracking a ball.• To develop confidence and accuracy when tracking a ball.• To explore and develop a variety of throwing techniques.• To develop throwing under pressure.• To develop catching skills using one and two hands.• To develop dribbling a ball with hands.• To use tracking, sending and dribbling skills with feet.• To work with others to create a game using the skills learnt. <p><u>Football</u></p> <p>Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, sending, receiving and dribbling a ball. They will start by playing uneven and then move onto even sided games. They learn to work one on one and cooperatively within a team, showing respect for their teammates, opposition and referee. Pupils will be given opportunities to select and apply tactics to outwit the opposition.</p> <p><u>Objectives:</u></p> <ul style="list-style-type: none">• Develop control whilst dribbling the ball.• Develop controlling the ball and dribbling under pressure.• Develop passing and moving.• Control the ball with different parts of the body.• Develop changing direction with the ball using an inside and outside hook.• Able to jockey/track an opponent.• Apply rules and tactics you have learnt to play a football tournament.	<p>own and others’ performances, and how to identify a focus for improvement.</p> <p><u>Objectives:</u></p> <ul style="list-style-type: none">• To develop the attacking skill of dribbling.• To be able to use protective dribbling against an opponent.• To develop the bounce and chest pass and begin to recognise when to use them.• To develop a jump, stop and pivot to protect the ball in attack.• To be able to lose a defender.• To develop tracking and defending an opponent.• To develop the technique for the set shot.• To be able to apply the skills, rules and tactics you have learnt to a mini tournament. <p><u>Dance</u></p> <p>Pupils create dances in relation to an idea including historical and scientific stimuli. Pupils work individually, with a partner and in small groups, sharing their ideas. Pupils develop their use of counting and rhythm. Pupils learn to use canon, unison, formation and levels in their dances. They will be given the opportunity to perform to others and provide feedback using key terminology.</p> <p><u>Objectives:</u></p> <ul style="list-style-type: none">• To create actions in response to a stimulus and move in unison with a partner.• To create actions to move in contact with a partner or interact with a partner.• To understand how dynamics, affect the actions performed.• To be able to select and use actions to represent an idea.• To work with a partner to choose actions that relate to an idea.• To remember and repeat actions.• To use dynamics to clearly show different phrases.• To choose actions which relate to the idea.• To use space and timing to make my work look interesting.• To understand and use formations.• To choose poses which relate to the stimulus.• To use transitions and changes of timing to move into and out of shapes.	<p><u>Objectives:</u></p> <ul style="list-style-type: none">• To be able to create interesting point and patch balances.• To be able to match a partner in a sequence.• To develop stepping into shape jumps with control.• To develop the straight, barrel, and forward roll.• To be able to transition smoothly into and out of balances.• To create a sequence with matching and contrasting actions and shapes.• To explore gymnastics skills using hoops.• To create a partner sequence incorporating equipment. <p><u>Fitness</u></p> <p>Pupils will take part in a range of fitness challenges to test, monitor and record their data. They will learn to understand different components of fitness; speed, stamina, strength, coordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve their fitness levels. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas for improvement and suggest activities that they could do to do this. Pupils will be encouraged to work safely and with control when performing new tasks.</p> <p><u>Objective</u></p> <ul style="list-style-type: none">• To develop an awareness of what your body is capable of.• To test and record baseline fitness scores.• To develop your sprinting technique.• To develop your speed.• To develop strength using my own body weight.• To complete actions to develop co-ordination.• To complete actions to develop agility.• To complete actions to develop balance.• To complete actions to develop stamina.• To re-test fitness scores and recognise improvement.	<ul style="list-style-type: none">• To develop ball control and movement skills.• To develop racket and ball control.• To develop returning the ball using a forehand groundstroke.• To be able to rally using a forehand.• To develop the two handed backhand.• To learn how to score.• To develop playing against an opponent.• To work collaboratively with a partner and compete against others. <p><u>Golf</u></p> <p>Pupils will develop the skills and apply them to striking, chipping, putting, and playing a short and long game. They will develop their coordination, accuracy, and control of movements. These lesson plans will enable teachers to provide pupils with activities that help them understand the principles of the golf game and develop fluid movements that can be used in game situations.</p> <p>Pupils will be given the opportunity to work with a range of different equipment. Pupils will be asked to observe and recognise improvements for their own and others’ skills and identify areas of strengths. Pupils will be given the opportunity to work on their own and others, taking turns and sharing ideas.</p> <p><u>Objectives:</u></p> <ul style="list-style-type: none">• To be able to understand the safety aspects for golf and to develop spatial awareness.• To explore hitting technique and aiming towards a target.• To explore shot accuracy.• To explore the technique for putting.• To explore the technique for chipping.• To explore the techniques used for a short game.• To explore the technique for a long game.• To design, play and teach others to use your own golf course.	<p><u>Objectives:</u></p> <ul style="list-style-type: none">• To develop the sprinting technique and improve on your personal best.• To develop changeover in relay events.• To develop fluency and rhythm when running over obstacles.• To develop jumping technique in a range of approaches and take off positions.• To develop jumping for height and safety on landing.• To develop throwing for distance and accuracy.• To develop throwing for distance in a pull throw.• To develop officiating and performing skills. <p><u>Cricket</u></p> <p>Pupils learn how to strike the ball into space so that they can score runs. When fielding, they learn how to keep the batters’ scores low. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to deceive or avoid fielders, so that they can run between wickets to score runs. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.</p> <p><u>Objectives:</u></p> <ul style="list-style-type: none">• To develop overarm throwing and catching.• To develop underarm bowling.• To learn how to grip the bat and develop batting technique.• To develop the batting technique.• To be able to field a ball using a two handed pick up and a short barrier.• To develop overarm bowling technique.• To be able to play the role of bowler, batter, wicket keeper and fielder in a game.• To play apply skills learnt to mini cricket.
<p><u>ASSESSMENT CRITERIA</u></p>	<p><u>Handball</u></p> <ul style="list-style-type: none">• Learn to use the rules of the game and begin to use them honestly.• Defend and opponent to slow them down.• Find space away from others and near my goal.• Provide feedback using key words.• Throw, catch, dribble and shoot the ball with some control.• Understand my role both as a defender and as an attacker.• Work together with my group to self-manage games. <p><u>Tag Rugby</u></p> <ul style="list-style-type: none">• Learn to use the rules of the game and begin to use them honestly.	<p><u>Ball Skills</u></p> <ul style="list-style-type: none">• Catch different sized objects with increasing control with two hands.• Dribble a ball with control.• Persevere when learning a new skill.• Provide feedback using key words.• Share ideas and work with others to create game.• Show a variety of throwing techniques.• Throw with accuracy and increasing consistency to a target.• Track the path of a ball that is not sent directly to me. <p><u>Football</u></p> <ul style="list-style-type: none">• Begin using simple tactics.• Learn the rules of the game and begin to use them to play honestly and fairly.• Dribble, pass, receive and shoot the ball with some control.	<p><u>Basketball</u></p> <ul style="list-style-type: none">• Begin using simple tactics.• Learning the rules of the game and begin to use them honestly.• Dribble, pass, receive and shoot the ball with some control.• Find space away from others goal with increasing control.• Provide feedback using key words.• Track an opponent to slow them down.• Understand my role as an attacker and as a defender.• Understand the benefits of exercise.• Work cooperatively with my group to self-manage games. <p><u>Dance</u></p> <ul style="list-style-type: none">• Respectful to others when they perform.	<p><u>Gymnastics</u></p> <ul style="list-style-type: none">• Adapt sequences to suit different types of apparatus• Choose actions that flow well into one another• Choose and plan sequences of contrasting actions.• Complete actions with increasing balance and control.• Move in unison with a partner.• Provide feedback using key words.• Understand the benefits of exercise.• Use a greater number of own ideas for movement in response to a task.• With help, recognise how performance could be improved. <p><u>Fitness</u></p>	<p><u>Tennis</u></p> <ul style="list-style-type: none">• I am learning the rules of the game and I am beginning to use them to play fairly.• I can provide feedback using key words.• I can return a ball to a partner.• I can use basic racket skills.• I understand the aim of the game.• I understand the benefits of exercise.• I work cooperatively with my group to self-manage games. <p><u>Golf</u></p> <ul style="list-style-type: none">• I can hold all equipment properly.• I can provide feedback using key words.• I can strike the ball with some accuracy.• I can work on my own, with a partner and as a team.	<p><u>Athletics</u></p> <ul style="list-style-type: none">• I am developing jumping for distance and height.• I can identify when I was successful.• I can take part in a relay activity, remembering when to run and what to do.• I can throw a variety of objects, changing my action for accuracy and distance.• I can use a different take off and landings when jumping.• I can use key points to help me improve my sprinting technique.• I can work with a partner and in a small group, sharing ideas.• I show determination to achieve my personal best.• I understand the benefits of exercise.

	<ul style="list-style-type: none">Communicate with my team and move into space to help them.Defend and opponent and attempt to tag them.Move with a ball towards goal with increasing control.Pass and receive the ball with some control.Provide feedback using key words.Understand my role as an attacker and as a defender.Understand the benefits of exercise.Work together to self-manage games.	<ul style="list-style-type: none">Find space away from others and near to my goal.Move with a ball towards goal with increasing control.Provide feedback using key words.Track an opponent to slow them down.Understand my role as an attacker and as a defender.Understand the benefits of exercise.Work cooperatively with my group to self-manage games.	<ul style="list-style-type: none">Provide feedback using key words.Repeat, remember and perform a dance phrase.Use counts to keep in time with a partner or group.Use dynamic and expressive qualities in relation to an idea.I can create short dance phrases that communicate an idea.Understand the health benefits of exercise.	<ul style="list-style-type: none">I can collect and record personal fitness data and I can recognise my strengths.I can complete exercises with control.I can persevere when I find a challenge is hard.I can provide feedback using key words.I can use key points to help me to improve my sprinting technique.I can work safely with others.I show balance when changing direction.I understand the benefits of exercise.	<ul style="list-style-type: none">I mostly have the correct stance for putting.I show balance when striking the ball.I understand the aim of the game.	<ul style="list-style-type: none">I understand why it is important to warm up. <p><u>Cricket</u></p> <ul style="list-style-type: none">I am able to bowl and ball towards a target.I am beginning to strike a bowled ball after a bounce.I am developing an understanding of tactics and I am beginning to use them in game situations.I am learning the rules of the game and I am beginning to use them honestly.I can persevere when learning a new skill.I can provide feedback using key words.I can use overarm and underarm throwing, and catching skills.I understand the aim of the game and this shows in my performance.I understand the benefits of exercise.I work cooperatively with my group to self-manage games.
<p><u>YEAR 4</u></p>	<p><u>Handball</u></p> <p>Pupils will be encouraged to persevere when learning key skills such as throwing, catching, dribbling, shooting, defending and attacking. Pupils will use their attacking skills to maintain possession in game situations. They will play small-sided, un-even and even games. The pupils will understand the importance of playing fairly and following the rules. They will be encouraged to think about how to apply the skills learned in game like situations to improve and to get into a scoring opportunity, as well as how to best defend as a team. They will also evaluate their own and others’ performances.</p> <p><u>Objectives</u></p> <ul style="list-style-type: none">Able to control the ball with one and two hands to help keep possession.Begin to throw and catch while on the move.Learn how to move towards goal or away from a defender.Develop accuracy when shooting.Able to apply individual and team defending skills.Use a change of direction and speed to lose a defender and move into space.Maintain possession when in attack.Able to apply skills, tactics and rules in game situation. <p><u>Tag Rugby</u></p> <p>In this unit pupils will learn to keep possession of the ball using attacking skills. They will play uneven and then even sided games, developing strategies and social skills to self-manage games. Pupils will understand the importance of playing fairly and keeping to the rules. Pupils will think about how to use skills, strategies and tactics to outwit the opposition. They will learn how to evaluate their own and others’ performances and suggest improvements.</p> <p><u>Objectives:</u></p> <ul style="list-style-type: none">Develop ball handling skills demonstrating increasing control and accuracy.Develop throwing, catching and running with the ball.Develop an understanding of tagging rules.	<p><u>Ball Skills</u></p> <p>Pupils will have the opportunity to develop their accuracy and consistency when tracking a ball. They will explore a variety of throwing techniques and will learn to select the appropriate throw for the situation. They will develop catching with one and two hands as well as dribbling with feet and hands. These skills will then be applied to small group games. Pupils will have the opportunity to take on different roles and work both individually and with others.</p> <ul style="list-style-type: none">To develop confidence and accuracy when tracking a ball.To develop confidence and accuracy when tracking a ball.To explore and develop a variety of throwing techniques.To develop throwing under pressure.To develop catching skills using one and two hands.To develop dribbling a ball with hands.To use tracking, sending and dribbling skills with feet.To work with others to create a game using the skills learnt. <p><u>Football</u></p> <p>Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, sending, receiving and dribbling a ball. They will start by playing uneven and then move onto even sided games. They learn to work one on one and cooperatively within a team, showing respect for their teammates, opposition and referee. Pupils will be given opportunities to select and apply tactics to outwit the opposition.</p> <p><u>Objectives:</u></p> <ul style="list-style-type: none">To develop control whilst dribbling the ball.To develop controlling the ball and dribbling under pressure.To develop passing to a teammate.To develop passing and moving.To be able to control the ball with different parts of the body.To develop changing direction with the ball using an inside and outside hook.To be able to jockey / track an opponent.	<p><u>Basketball</u></p> <p>Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, throwing, catching and dribbling. Pupils will learn to use attacking skills to maintain possession of the ball. They will start by playing uneven and then move onto even sided games. Pupils will understand the importance of playing fairly and keeping to the rules. They will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition as well as learn how to evaluate their own and others’ performances, and how to identify a focus for improvement.</p> <p><u>Objectives:</u></p> <ul style="list-style-type: none">To develop the attacking skill of dribbling.To be able to use protective dribbling against an opponent.To develop the bounce and chest pass and begin to recognise when to use them.To develop a jump, stop and pivot to protect the ball in attack.To be able to lose a defender.To develop tracking and defending an opponent.To develop the technique for the set shot.To be able to apply the skills, rules and tactics you have learnt to a mini tournament. <p><u>Dance</u></p> <p>Pupils create dances in relation to an idea including historical and scientific stimuli. Pupils work individually, with a partner and in small groups, sharing their ideas. Pupils develop their use of counting and rhythm. Pupils learn to use canon, unison, formation and levels in their dances. They will be given the opportunity to perform to others and provide feedback using key terminology.</p> <p><u>Objectives:</u></p> <ul style="list-style-type: none">To copy and create actions in response to an idea.To use changes of space to adapt the set material.To choose actions which relate to the theme.	<p><u>Gymnastics</u></p> <p>In this unit pupils focus on improving the quality of their gymnastic movements. They are introduced to the terms ‘extension’ and ‘body tension.’ They develop the basic skills of rolling, jumping and balancing and use them individually and in combination. Pupils develop their sequence work, collaborating with others to use matching and contrasting actions and shapes and develop linking sequences smoothly with actions that flow. Pupils develop their confidence to perform, considering the quality and control of their actions.</p> <p><u>Objectives:</u></p> <ul style="list-style-type: none">To be able to create interesting point and patch balances.To be able to match a partner in a sequence.To develop stepping into shape jumps with control.To develop the straight, barrel, and forward roll.To be able to transition smoothly into and out of balances.To create a sequence with matching and contrasting actions and shapes.To explore gymnastics skills using hoops.To create a partner sequence incorporating equipment. <p><u>Fitness</u></p> <p>Pupils will take part in a range of fitness challenges to test, monitor and record their data. They will learn to understand different components of fitness; speed, stamina, strength, coordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve their fitness levels. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas for improvement and suggest activities that they could do to do this. Pupils will be encouraged to work safely and with control when performing new tasks.</p> <p><u>Objective</u></p> <ul style="list-style-type: none">To develop an awareness of what your body is capable of.To test and record baseline fitness scores.	<p><u>Tennis</u></p> <p>In this unit pupils develop the key skills required for tennis such as the ready position, racket control and forehand and backhand ground strokes. Pupils learn how to score points and how to use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules.</p> <p><u>Objectives</u></p> <ul style="list-style-type: none">To develop underarm feeding.To use the ready position.To develop ball control using a tennis racket.To develop hitting the ball using a forehand.To develop returning the ball using a forehand.To develop the backhand and understand when to use it.To work cooperatively with a partner to keep a continuous rally going.To use simple tactics in a game to outwit an opponent.To demonstrate honesty and fair play when competing against others. <p><u>Golf</u></p> <p>Pupils will develop the skills and apply them to striking, chipping, putting, and playing a short and long game. They will develop their coordination, accuracy, and control of movements. These lesson plans will enable teachers to provide pupils with activities that help them understand the principles of the golf game and develop fluid movements that can be used in game situations.</p> <p>Pupils will be given the opportunity to work with a range of different equipment. Pupils will be asked to observe and recognise improvements for their own and others’ skills and identify areas of strengths. Pupils will be given the opportunity to work on their own and others, taking turns and sharing ideas.</p> <p><u>Objectives:</u></p> <ul style="list-style-type: none">To be able to understand the safety aspects for golf and to develop spatial awareness.	<p><u>Athletics</u></p> <p>In this unit, pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best.</p> <p>In this unit pupils are able to experience running for distance, sprinting, relay, long jump, vertical jump and javelin.</p> <p><u>Objectives:</u></p> <ul style="list-style-type: none">To develop stamina and an understanding of speed and pace in relation to distance.To develop power and speed in the sprinting technique.To develop communication skills and technique in relays.To develop technique when jumping for distance.To develop fluency and technique in the vertical jump.To develop power and technique when throwing for distance.To develop a pull throw for distance and accuracy.To develop officiating and performing skills. <p><u>Cricket</u></p> <p>Pupils learn how to strike the ball into space so that they can score runs. When fielding, they learn how to keep the batters’ scores low. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to deceive or avoid fielders, so that they can run between wickets to score runs. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.</p> <p><u>Objectives:</u></p> <ul style="list-style-type: none">To develop overarm throwing and catching.To develop underarm bowling.

	<ul style="list-style-type: none">Begin using the forward pass and offside rule.Able to support a teammate when attacking.Able to dodge a defender and move into space when running towards the try zone.Develop defending skills and use them in game situations.Able to apply the rules and tactics learnt to play a tag rugby tournament.	<ul style="list-style-type: none">To be able to apply the rules and tactics you have learnt to play in a football tournament.	<p>To work with a partner to show action and reaction.</p> <ul style="list-style-type: none">To use actions, dynamics, spacing and timing to represent a state of matter.To use actions, dynamics, spacing and timing to represent a state of matter.To remember and repeat actions and create dance ideas in response to a stimulus.To use action and reaction when creating ideas with a partner.To remember, repeat and create actions to represent an idea.To use choreographing ideas to change how actions are performed.	<ul style="list-style-type: none">To develop your sprinting technique.To develop your speed.To develop strength using my own body weight.To complete actions to develop co-ordination.To complete actions to develop agility.To complete actions to develop balance.To complete actions to develop stamina.To re-test fitness scores and recognise improvement.	<ul style="list-style-type: none">To explore hitting technique and aiming towards a target.To explore shot accuracy.To explore the technique for putting.To explore the technique for chipping.To explore the techniques used for a short game.To explore the technique for a long game.To design, play and teach others to use your own golf course.	<ul style="list-style-type: none">To learn how to grip the bat and develop batting technique.To develop the batting technique.To be able to field a ball using a two handed pick up and a short barrier.To develop overarm bowling technique.To be able to play the role of bowler, batter, wicket keeper and fielder in a game.To play apply skills learnt to mini cricket.
ASSESSMENT CRITERIA	<p>Handball</p> <ul style="list-style-type: none">Self-manage a match with teams-mates and officiate a match by applying basic rules.Delay and opponent and help prevent the other seem scoring.Move into space to help my team keep possession and score.Provide feedback using key terminology and understand what I need to do to improve.Throw, catch, dribble and shoot the ball with increasing control.Use simple tactics to help my team gain possession.Share ideas and work with others.Understand the rules of the game and use them often and honestly. <p>Tag Rugby</p> <ul style="list-style-type: none">Learn to use the rules of the game and beginning to use them honestly and fairly.Delay an opponent and help prevent the other team scoring.Explain what happens to my body when exercising and how this helps keep me healthy.Help my team keep possession and score tries when I play in attack.Pass and receive the ball with increasing control.Provide feedback using key terminology and understand what I need to do to improve.Use simple tactics to help my team score or gain possession.Share ideas and work with others to manage a game	<p>Ball Skills</p> <ul style="list-style-type: none">Accurately use a range of throwing technique to throw to a target.Catch different sized objects with increasing consistency with one and two hands.Consistently track the path of a ball that is not sent directly to me.Dribble a ball with increasing control and co-ordination.Persevere when learning a new skill.Provide feedback using key terminology and understand what I need to do to improve. <p>Football</p> <ul style="list-style-type: none">Share ideas and work with others to create a game to develop a certain skill.Learn the rules of the game and begin using them to play honestly and fairly.Delay an opponent and help prevent the other team from scoring.Dribble, pass, receive and shoot the ball with increasing control.Explain what happens to the body when exercise is being done and how it helps keep you healthy.Move to speak to help my team to keep possession and score goals.Provide feedback using key terminology and understand what I need to do to improve.Use simple tactics to help my team score or gain possession.Share ideas and work with others to manage games.	<p>Basketball</p> <ul style="list-style-type: none">Delay an opponent and help to prevent the other team from scoring.Dribble, pass, receive and shoot the ball with increasing control.I can explain what happens to my body when I exercise and how this helps to make me healthy.Move to space to help my team keep possession and score goals.Provide feedback using key terminology and understand what I need to do to improve.Use simple tactics to help my teams score or gain possession.Share ideas and work with others to manage our game.Understand the rules of the game and use them often and honestly. <p>Dance</p> <ul style="list-style-type: none">I show respect for others when working as a group and watching others perform.I can use simple movement patterns to structure dance phrases on my own, with a partner and in a group.I can use counts to keep in time with others and the music.I can use changes in timing and spacing to develop a dance.I can respond imaginatively to a range of stimuli relating to character and narrative.I can provide feedback using appropriate language relating to the lesson.I can explain what happens to my body when I exercise and how this helps to make me healthy.I can copy and remember set choreography.I can choose actions and dynamics to convey a character or idea.	<p>Gymnastics</p> <ul style="list-style-type: none">I can explain what happens to my body when I exercise and how this helps to make me healthy.I can identify some muscle groups used in gymnastics activities.I can plan and perform sequences with a partner that include a change of level and shape.I can provide feedback using appropriate language relating to the lesson.I can safely perform balances individually and with a partner.I can watch, describe and suggest possible improvements to others’ performances and my own.I understand how body tension can improve the control and quality of my movements. <p>Fitness</p> <ul style="list-style-type: none">I can collect and record fitness data and identify areas I need to improve.I can explain what happens to my body when I exercise and how this helps to make me healthy.I can use key points to help me improve my sprinting technique.I share ideas and work with other to manage activities.I show balance when changing direction at speed.I show control when completing activities to improve balance.I show determination to continue working at over a period of time.I understand there are different areas of fitness and that each area challenges my body differently.	<p>Tennis</p> <ul style="list-style-type: none">I am learning the rules of the game and I am beginning to use them to play honestly and fairly.I can communicate with my teammates to apply simple tactics.I can explain what happens to my body when I exercise and how this helps to make me healthy.I can provide feedback using key terminology and understand what I need to do to improve.I can return to the ready position to defend my own court.I can sometimes play a continuous game.I can use a range of basic racket skills.I share ideas and work with others to manage our game. <p>Golf</p> <ul style="list-style-type: none">I can hold all equipment correctly.I can provide feedback using key terminology and understand what I need to do to improve.I can strike a ball with increasing consistency.I can use different actions for different shots.I share ideas and work with others to manage our game.	<p>Athletics</p> <ul style="list-style-type: none">I can demonstrate the difference in sprinting and jogging techniques.I can explain what happens in my body when I warm up.I can identify when I was successful and what I need to do to improve.I can jump for distance and height with balance and control.I show determination to improve my personal best.I support and encourage others to work to their best. <p>Cricket</p> <ul style="list-style-type: none">I am able to bowl a ball with some accuracy, and consistency.I am learning the rules of the game and I am beginning to use them to play honestly and fairly.I can communicate with my teammates to apply simple tactics.I can explain what happens to my body when I exercise and how this helps to make me healthy.I can persevere when learning a new skill.I can provide feedback using key terminology and understand what I need to do to improve.I can strike a bowled ball after a bounce.I can use overarm and underarm throwing, and catching skills with increasing accuracy.I share ideas and work with others to manage our game.
YEAR 5	<p>Fitness</p> <p>Pupils will take part in a range of fitness challenges to test, monitor and record their data. They will learn different components of fitness including speed, stamina, strength, coordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve their fitness levels. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas in which they make the most improvement using the data they have collected.</p> <p>Objectives:</p>	<p>Fitness</p> <p>Pupils will take part in a range of fitness challenges to test, monitor and record their data. They will learn different components of fitness including speed, stamina, strength, coordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve their fitness levels. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas in which they make the most improvement using the data they have collected.</p> <p>Objectives:</p>	<p>Hockey</p> <p>In this unit pupils will improve their defending and attacking skills playing even-sided games. They will start to show control and fluency in dribbling, sending and receiving a ball in a small game situation and under some pressure. Pupils will be encouraged to think about how to use tactics and collaborate with others to outwit their opposition. Pupils will comment on their own and other’s performances and suggest ways to improve. They will also recognise the importance of fair play and honesty while self-managing games.</p> <p>Objectives:</p> <ul style="list-style-type: none">To develop dribbling with control.	<p>Swimming</p> <p>This unit is aimed at intermediate swimmers. Pupils focus on swimming more fluently and with increased confidence and control. Pupils work to improve their swimming strokes, learn personal survival techniques and how to stay safe around water. Pupils have to keep afloat and propel themselves through the water. Pupils are given the opportunity to be creative, designing their own personal survival course and creating a synchronised swimming sequence. Pupils take part in team games, collaborating and communicating with others.</p> <p>Objectives:</p>	<p>Cricket</p> <p>Pupils develop the range and quality of striking and fielding skills and their understanding of cricket. They learn how to play the different roles of bowler, wicket keeper, fielder and batter. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to deceive or avoid fielders, so that they can run between wickets to score runs. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.</p> <p>Objectives:</p>	<p>Rounders</p> <p>Pupils develop the quality and consistency of their fielding skills and understanding of when to use them such as throwing underarm and overarm, catching and retrieving a ball. They learn how to play the different roles of bowler, backstop, fielder and batter and to apply tactics in these positions. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils work with a partner and group to organise and self-manage their own games. Pupils play with honesty and fair play when playing competitively.</p> <p>Objectives:</p>

	<ul style="list-style-type: none">To develop an awareness of what your body is capable of.To test and record baseline fitness scores.To develop sprinting technique and speed.To develop strength using my own body weight.To develop co-ordination through skipping.To perform actions that develop agility.To complete actions to develop stamina.To develop control whilst balancing.To re-test fitness and identify areas of improvement. <p><u>Badminton</u></p> <p>Pupils focus on developing the skills they need to play continuous rallies in badminton. They will learn about the ready position, racket control, serving and hitting over a net and how to use these skills to make the game difficult for their opponent. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils will be given the opportunity to work collaboratively with others. They will understand the importance of abiding by rules to keep themselves & others safe. Pupils will develop character and control through engaging with coping strategies when exposed to competition and will be given the opportunity to take on the role of referee.</p> <p>Objectives:</p> <ul style="list-style-type: none">To demonstrate forehand and backhand grips when holding the racket.To be introduced to badminton footwork and movement.To develop the use of the forehand and backhand grip.To develop the backhand serve.To develop rallying using both grips.To develop the backhand serve over a net.To develop rallying using an overhead forehand clear.To develop the forehand serve over a net.To learn how to score points and play in competitive games.To develop the backhand clear.To apply the backhand to game situations.To show respect, honesty and fair play when competing against an opponent.	<ul style="list-style-type: none">To develop an awareness of what your body is capable of.To test and record baseline fitness scores.To develop sprinting technique and speed.To develop strength using my own body weight.To develop co-ordination through skipping.To perform actions that develop agility.To complete actions to develop stamina.To develop control whilst balancing.To re-test fitness and identify areas of improvement. <p><u>Tag Rugby</u></p> <p>In this unit pupils will develop key skills and principles such as defending, attacking, throwing, catching, running and dodging. When attacking, pupils will support the ball carrier using width and drawing defence. When defending, pupils learn how to tag, how to track and slow down an opponent, working as a defensive unit. They will play collaboratively in both uneven and then even sided games. Pupils will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition. They develop their understanding of the importance of fair play and honesty while self-managing games, as well as developing their ability to evaluate their own and others’ performances.</p> <p>Objectives:</p> <ul style="list-style-type: none">To develop attacking principles, understanding when to run and when to pass.To develop throwing and catching with control.To be able to use the ‘forward pass’ and 'offside' rules.To be able to play games using tagging rules.To develop dodging skills to lose a defender.To develop drawing defence and understanding when to pass.To be able to work as a defending unit to prevent attackers from scoring.To be able to apply the rules and tactics you have learnt to play in a tag rugby tournament.	<ul style="list-style-type: none">To develop dribbling to beat a defender.To develop sending the ball using a push pass.To develop receiving the ball with control.To be able to move into space to support a teammate.To develop using an open stick (block) tackle and jab tackle to gain possession of the ball.To use space effectively in game situations.To apply the rules and skills you have learnt to play in a hockey tournament. <p><u>Football</u></p> <p>Pupils will improve their defending and attacking play, developing further knowledge of the principles and tactics of each. Pupils will begin to develop consistency and control in dribbling, passing and receiving a ball. They will also learn the basics of goalkeeping. Pupils will evaluate their own and other’s performances, suggesting improvements. They will learn the importance of playing games fairly, abiding by the rules of the game and being respectful of their teammates, opponents and referees.</p> <p>Objectives:</p> <ul style="list-style-type: none">To develop dribbling the ball with control.To be able to dribble the ball under pressure.To pass the ball accurately to a target to help to maintain possession.To use first touch control to help to maintain possession.To use different turns to keep the ball away from defenders.To develop defending skills to gain possession.To develop goalkeeping skills to stop the opposition from scoring.To be able to apply the rules and tactics you have learnt to play in a football tournament.	<ul style="list-style-type: none">To develop gliding, front crawl and backstroke.To develop rotation, sculling and treading water.To develop the front crawl stroke and breathing technique.To develop the technique for backstroke arms and legs.To develop breaststroke technique.To develop breaststroke technique.To develop breaststroke and breathing technique.To develop basic skills of water safety and floating.To develop the dolphin kick.To learn techniques for personal survival.To develop water safety skills and an understanding of personal survival.To increase endurance in swim challenges. <p>To identify fastest strokes and personal bests.</p> <p><u>Athletics</u></p> <p>In this unit, pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best. They learn how to improve by identifying areas of strength as well as areas to develop. Pupils are also given opportunities to lead when officiating as well as observe and provide feedback to others.</p> <p>Objectives</p> <ul style="list-style-type: none">To be able to apply different speeds over varying distances.To develop fluency and coordination when running for speed.To develop technique in relay changeovers.To develop power, control and consistency in jumping for distance.To develop technique and coordination in the triple jump.To develop throwing with force for longer distances.To develop throwing with greater control and technique.To develop officiating and performing skills.	<ul style="list-style-type: none">To develop throwing accuracy and catching skills.To develop underarm bowling accuracy.To develop batting accuracy and directional batting.To develop catching skills (close/deep catching and wicket keeping).To develop overarm bowling technique and accuracy.To develop the defensive and driving hitting techniques.To develop a variety of fielding techniques and to use them within a game.To develop long and short barriers and apply them to a game situation. <p><u>Golf</u></p> <p>Pupils will develop skills and apply them to striking, chipping, putting and playing a short and long game. They will develop their coordination, accuracy and control of movements. These lesson plans will enable teachers to provide pupils with activities that help them understand the principles of golf and develop fluid movements that can be used in game situations. They will be confident in selecting the appropriate shot for the situation. Pupils will be asked to observe and recognise improvements for their own and others’ skills and identify areas of strengths. Pupils will be given the opportunity to work on their own and others, taking turns and sharing ideas. Pupils will be creative in designing their own course.</p> <p>Objectives:</p> <ul style="list-style-type: none">To safely explore hitting technique by showing an awareness of others.To develop putting technique and accuracy.To develop consistency and accuracy in putting.To develop the technique for chipping.To develop technique for a short game.To develop the technique for a long game.To select the appropriate shot for the situation.To design a course and select the appropriate shot for the situation.	<ul style="list-style-type: none">To throw and catch with accuracy under pressure.To develop the bowling action and understand the role of the bowler.To develop batting technique.To make decisions about where and when to send the ball to stump a batter out.To develop a variety of fielding techniques and when to use them in a game.To develop long and short barriers in fielding and understand when to use them.To develop decision making and tactical awareness when playing competitively.To apply the rules and skills you have learnt to play in a rounders tournament. <p><u>Athletics</u></p> <p>In this unit, pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best. They learn how to improve by identifying areas of strength as well as areas to develop. Pupils are also given opportunities to lead when officiating as well as observe and provide feedback to others.</p> <p>Objectives</p> <ul style="list-style-type: none">To be able to apply different speeds over varying distances.To develop fluency and coordination when running for speed.To develop technique in relay changeovers.To develop power, control and consistency in jumping for distance.To develop technique and coordination in the triple jump.To develop throwing with force for longer distances.To develop throwing with greater control and technique.To develop officiating and performing skills.
<p><u>ASSESSMENT CRITERIA</u></p>	<p><u>Fitness</u></p> <ul style="list-style-type: none">Analyse my fitness data to identify areas of improvement.Choose the best pace for a running event and maintain speed.Encourage and motivate others to work to their personal best.Identify how different activities can benefit my physical health.Work with others to manage activities.Understand the different components of fitness and how to test them.Understand what my maximum effort looks and feels like and how to achieve it. <p><u>Badminton</u></p>	<p><u>Fitness</u></p> <ul style="list-style-type: none">Analyse my fitness data to identify areas of improvement.Choose the best pace for a running event and maintain speed.Encourage and motivate others to work to their personal best.Identify how different activities can benefit my physical health.Work with others to manage activities.Understand the different components of fitness and how to test them.Understand what my maximum effort looks and feels like and how to achieve it. <p><u>Tag Rugby</u></p>	<p><u>Hockey</u></p> <ul style="list-style-type: none">Communicate with my team and move into space to keep possession and score.Dribble, pass, receive and shoot the ball with some control under pressure.Identify how different activities can benefit physical health.Identify when I was successful and what I need to do to improve.Make correct decisions of who to pass to and when.Use feedback to improve my work.Track, tackle and intercept when playing in defence.Know the position I am playing in and how to contribute when attacking and defending.	<p><u>Swimming</u></p> <ul style="list-style-type: none">I can Swim competently, confidently and proficiently over a distance of at least 25 metres.I can use a range of strokes effectively (for example: front crawl, backstroke and Breaststroke).I can perform self-rescue in different waster-based solutions. <p><u>Athletics</u></p> <ul style="list-style-type: none">Choose the best pace for a running event.Identify good athletic performance and explain why it’s good.Perform a range of jumps showing some technique.	<p><u>Cricket</u></p> <ul style="list-style-type: none">Develop a wider range of fielding skills and begin to use these under pressure.Identify how different activities can benefit physical health.Identify when I was successful and what I need to do to improve.Strike a bowled ball with increasing consistency.I can use feedback provided to improve my work.I can work co-operatively with other to manage our game.I understand the need for tactics and can identify when to use them in different situations.Understand the rules of the game and apply them honestly most of the time.	<p><u>Rounders</u></p> <ul style="list-style-type: none">Begin to strike a ball with a rounders bat.Develop a wider range of fielding skills and I am beginning to use these under some pressure.Identify how different activities can benefit my physical health.Identify when I was successful and what I need to do to improve.Use feedback provided to improve my work.Work co-operatively with other to manage our game.Understand the need for tactics and can identify when to use them in different situations.

	<ul style="list-style-type: none">Developing a wider range of skills and I am beginning to use these under pressure.Identify how different activities benefit my physical health.Identify when I was successful and what I need to do to improve.Use feedback provided to improve my work.Work cooperatively with other to manage our game.Understand the need for tactics and identify when to use them in different situations.Understand the rules of the game and apply them honestly most of the time.Understand there are different skills for different situations and I am beginning to apply these.	<ul style="list-style-type: none">Communicate with my team and move into space to keep possession and score.Identify how different activities can benefit my physical health.Identify when I was successful and what I need to do to improve.Often make the correct decision of who to pass to and when.Pass and receive the ball with some control under pressure.Tag opponents and close down space.Use feedback provided to improve my work.Know what position I am playing in and how to contribute when attacking and defending.Understand the need to tactics and can identify when to use them in different situations.Understand the rules of the game and apply them honestly most of the time.Understand there are different skills for different situations.	<ul style="list-style-type: none">Understand the rules of the game and use them most of the time to play fairly and honestly.Understand there are different skills for different situations. <p><u>Football</u></p> <ul style="list-style-type: none">Communicate with my team and move into space to keep possession and score.Dribble, pass, receive and shoot the ball with some control under pressure.Identify how different activities can benefit physical health.Identify when I was successful and what I need to do to improve.Often make the correct decision of who to pass to and when.Use feedback to improve why work.Use tracking and intercepting when playing in defence.Know what position I am playing in and how to contribute when attacking and defending.Understand the need for tactics and can identify when to use them in different situations.Understand the rules of the game and use them most of the time to play honestly and fairly.Understand there are different skills for different situations and begin to apply this.	<ul style="list-style-type: none">Show control at take-off and landing in jumping activities.Take on the role of coach, official and timer when working in a group.Understand how stamina and power help people to perform well in different athletic activities.Use feedback to improve my sprinting technique.Persevere to achieve my personal best.Show accuracy and power when throwing for distance.	<ul style="list-style-type: none">Understand there are different skills for different situations and begin to use this. <p><u>Golf</u></p> <ul style="list-style-type: none">Develop a wider range of skills and begin to use them under pressure.I can hold all equipment correctly depending on the shot I am using.Identify different areas of a golf course.Identify when I was successful and what I need to improve on.Use feedback to improve my work.Work co-operatively with others to manage our game.Understand there are different skills for different situations and begin to use these.	<ul style="list-style-type: none">Understand the rules of the game and I can apply them honestly most of the time.Understand there are different skills for different situations and begin to use these. <p><u>Athletics</u></p> <ul style="list-style-type: none">Choose the best pace for a running event.Identify good athletic performance and explain why it’s good.Perform a range of jumps showing some technique.Show control at take-off and landing in jumping activities.Take on the role of coach, official and timer when working in a group.Understand how stamina and power help people to perform well in different athletic activities.Use feedback to improve my sprinting technique.Persevere to achieve my personal best.Show accuracy and power when throwing for distance.
<p><u>YEAR 6</u></p>	<p><u>Fitness</u></p> <p>Pupils will take part in a range of fitness challenges to test, monitor and record their data. They will learn different components of fitness including speed, stamina, strength, coordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve their fitness levels. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas in which they make the most improvement using the data they have collected.</p> <p>Objectives:</p> <ul style="list-style-type: none">To develop an awareness of what your body is capable of.To test and record baseline fitness scores.To develop sprinting technique and speed.To develop strength using my own body weight.To develop co-ordination through skipping.To perform actions that develop agility.To complete actions to develop stamina.To develop control whilst balancing.To re-test fitness and identify areas of improvement. <p><u>Badminton</u></p> <p>Pupils focus on developing the skills they need to play continuous rallies in badminton. They will learn about the ready position, racket control, serving and hitting over a net and how to use these skills to make the game difficult for their opponent. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils will be given the opportunity to work collaboratively with others. They will understand the importance of abiding by rules to keep themselves & others safe. Pupils will develop character and control through engaging with</p>	<p><u>Fitness</u></p> <p>Pupils will take part in a range of fitness challenges to test, monitor and record their data. They will learn different components of fitness including speed, stamina, strength, coordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve their fitness levels. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas in which they make the most improvement using the data they have collected.</p> <p>Objectives:</p> <ul style="list-style-type: none">To develop an awareness of what your body is capable of.To test and record baseline fitness scores.To develop sprinting technique and speed.To develop strength using my own body weight.To develop co-ordination through skipping.To perform actions that develop agility.To complete actions to develop stamina.To develop control whilst balancing.To re-test fitness and identify areas of improvement. <p><u>Tag Rugby</u></p> <p>In this unit pupils will develop key skills and principles such as defending, attacking, throwing, catching, running and dodging. When attacking, pupils will support the ball carrier using width and drawing defence. When defending, pupils learn how to tag, how to track and slow down an opponent, working as a defensive unit. They will play collaboratively in both uneven and then even sided games. Pupils will be encouraged to think about how to use skills, strategies and tactics to</p>	<p><u>Hockey</u></p> <p>In this unit pupils will improve their defending and attacking skills playing even-sided games. They will start to show control and fluency in dribbling, sending and receiving a ball in a small game situation and under some pressure. Pupils will be encouraged to think about how to use tactics and collaborate with others to outwit their opposition. Pupils will comment on their own and other’s performances and suggest ways to improve. They will also recognise the importance of fair play and honesty while self-managing games.</p> <p>Objectives:</p> <ul style="list-style-type: none">To develop dribbling with control.To develop dribbling to beat a defender.To develop sending the ball using a push pass.To develop receiving the ball with control.To be able to move into space to support a teammate.To develop using an open stick (block) tackle and jab tackle to gain possession of the ball.To use space effectively in game situations.To apply the rules and skills you have learnt to play in a hockey tournament. <p><u>Football</u></p> <p>Pupils will improve their defending and attacking play, developing further knowledge of the principles and tactics of each. Pupils will begin to develop consistency and control in dribbling, passing and receiving a ball. They will also learn the basics of goalkeeping. Pupils will evaluate their own and other’s performances, suggesting improvements. They will learn the importance of playing games fairly, abiding by the rules of the game and being respectful of their teammates, opponents and referees.</p>	<p><u>Swimming</u></p> <p>This unit is aimed at intermediate swimmers. Pupils focus on swimming more fluently and with increased confidence and control. Pupils work to improve their swimming strokes, learn personal survival techniques and how to stay safe around water. Pupils have to keep afloat and propel themselves through the water. Pupils are given the opportunity to be creative, designing their own personal survival course and creating a synchronised swimming sequence. Pupils take part in team games, collaborating and communicating with others.</p> <p>Objectives:</p> <ul style="list-style-type: none">To develop gliding, front crawl and backstroke.To develop rotation, sculling and treading water.To develop the front crawl stroke and breathing technique.To develop the technique for backstroke arms and legs.To develop breaststroke technique.To develop breaststroke technique.To develop breaststroke and breathing technique.To develop basic skills of water safety and floating.To develop the dolphin kick.To learn techniques for personal survival.To develop water safety skills and an understanding of personal survival.To increase endurance in swim challenges. <p><u>Athletics</u></p> <p>In this unit, pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, height,</p>	<p><u>Cricket</u></p> <p>Pupils develop the range and quality of striking and fielding skills and their understanding of cricket. They learn how to play the different roles of bowler, wicket keeper, fielder and batter. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to deceive or avoid fielders, so that they can run between wickets to score runs. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.</p> <p>Objectives:</p> <ul style="list-style-type: none">To develop throwing accuracy and catching skills.To develop underarm bowling accuracy.To develop batting accuracy and directional batting.To develop catching skills (close/deep catching and wicket keeping).To develop overarm bowling technique and accuracy.To develop the defensive and driving hitting techniques.To develop a variety of fielding techniques and to use them within a game.To develop long and short barriers and apply them to a game situation. <p><u>Golf</u></p> <p>Pupils will develop skills and apply them to striking, chipping, putting and playing a short and long game. They will develop their coordination, accuracy and control of movements. These lesson plans will enable teachers to provide pupils with activities that help them understand the principles of golf and develop fluid movements that can be used in game situations. They will be confident in selecting the appropriate shot for the situation. Pupils will be asked to observe and recognise improvements for their own and others’ skills and</p>	<p><u>Rounders</u></p> <p>Pupils develop the quality and consistency of their fielding skills and understanding of when to use them such as throwing underarm and overarm, catching and retrieving a ball. They learn how to play the different roles of bowler, backstop, fielder and batter and to apply tactics in these positions. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils work with a partner and group to organise and self-manage their own games. Pupils play with honesty and fair play when playing competitively.</p> <ul style="list-style-type: none">Begin to strike a ball with a rounders bat.Develop a wider range of fielding skills and I am beginning to use these under some pressure.Identify how different activities can benefit my physical health.Identify when I was successful and what I need to do to improve.Use feedback provided to improve my work.Work co-operatively with other to manage our game.Understand the need for tactics and can identify when to use them in different situations.Understand the rules of the game and I can apply them honestly most of the time.Understand there are different skills for different situations and begin to use these. <p><u>Athletics</u></p> <p>Pupils develop the quality and consistency of their fielding skills and understanding of when to use them such as throwing underarm and overarm, catching and retrieving a ball. They learn how to play the different roles of bowler, backstop, fielder and batter and to apply tactics in these positions. In all games activities, pupils have to think about</p>

	<p>coping strategies when exposed to competition and will be given the opportunity to take on the role of referee.</p> <p>Objectives:</p> <ul style="list-style-type: none">To demonstrate forehand and backhand grips when holding the racket.To be introduced to badminton footwork and movement.To develop the use of the forehand and backhand grip.To develop the backhand serve.To develop rallying using both grips.To develop the backhand serve over a net.To develop rallying using an overhead forehand clear.To develop the forehand serve over a net.To learn how to score points and play in competitive games.To develop the backhand clear.To apply the backhand to game situations.To show respect, honesty and fair play when competing against an opponent.	<p>outwit the opposition. They develop their understanding of the importance of fair play and honesty while self-managing games, as well as developing their ability to evaluate their own and others' performances.</p> <p>Objectives:</p> <ul style="list-style-type: none">To develop attacking principles, understanding when to run and when to pass.To develop throwing and catching with control.To be able to use the 'forward pass' and 'offside' rules.To be able to play games using tagging rules.To develop dodging skills to lose a defender.To develop drawing defence and understanding when to pass.To be able to work as a defending unit to prevent attackers from scoring.To be able to apply the rules and tactics you have learnt to play in a tag rugby tournament.	<p>Objectives:</p> <ul style="list-style-type: none">To develop dribbling the ball with control.To be able to dribble the ball under pressure.To pass the ball accurately to a target to help to maintain possession.To use first touch control to help to maintain possession.To use different turns to keep the ball away from defenders.To develop defending skills to gain possession.To develop goalkeeping skills to stop the opposition from scoring.To be able to apply the rules and tactics you have learnt to play in a football tournament.	<p>distance or accuracy and learn how to persevere to achieve their personal best. They learn how to improve by identifying areas of strength as well as areas to develop. Pupils are also given opportunities to lead when officiating as well as observe and provide feedback to others.</p> <p>Objectives</p> <ul style="list-style-type: none">To work collaboratively with a partner to set a steady pace.To develop your own and others sprinting technique.To develop running over obstacles with greater control and co-ordination.To develop take off position when jumping for height.To develop power, control and technique for the triple jump.To develop power, control and technique when throwing for distance.To develop throwing with force and accuracy for longer distances.To work collaboratively in a team to develop the officiating skills of measuring, timing and recording.	<p>identify areas of strengths. Pupils will be given the opportunity to work on their own and others, taking turns and sharing ideas. Pupils will be creative in designing their own course.</p> <p>Objectives:</p> <ul style="list-style-type: none">To safely explore hitting technique by showing an awareness of others.To develop putting technique and accuracy.To develop consistency and accuracy in putting.To develop the technique for chipping.To develop technique for a short game.To develop the technique for a long game.To select the appropriate shot for the situation. <p>To design a course and select the appropriate shot for the situation.</p>	<p>how they use skills, strategies and tactics to outwit the opposition. Pupils work with a partner and group to organise and self-manage their own games. Pupils play with honesty and fair play when playing competitively.</p> <ul style="list-style-type: none">Choose the best pace for a running event.Identify good athletic performance and explain why it's good.Perform a range of jumps showing some technique.Show control at take-off and landing in jumping activities.Take on the role of coach, official and timer when working in a group.Understand how stamina and power help people to perform well in different athletic activities.Use feedback to improve my sprinting technique.Persevere to achieve my personal best.Show accuracy and power when throwing for distance.
ASSESSMENT CRITERIA	<p><u>Fitness</u></p> <ul style="list-style-type: none">Change my running technique to adapt to different distances.Collect, record and analyse data to identify areas where I have made the most improvement.Work with others to organise, manage and record information at a station.Encourage and motivate others to work their best.Understand that there are different areas of fitness and how this helps me in different activities.Understand the different components of fitness and ways to test and develop them.Work to my maximum consistently when presented with challenges. <p><u>Badminton</u></p> <ul style="list-style-type: none">Select appropriate action for the situation and make decisions quickly.Use wider range of skills with increasing control under pressure.Use feedback to improve the quality of my work.Use the rules of the game consistently to play honestly.Work collaboratively to create tactics with my team and evaluate the effectiveness of these.Work in collaboration with others so that games run smoothly.Recognise my own and others strengths and areas for development and suggest way to improve.I understand that there are different areas of fitness and how this helps me in different activities.	<p><u>Fitness</u></p> <ul style="list-style-type: none">Change my running technique to adapt to different distances.Collect, record and analyse data to identify areas where I have made the most improvement.Work with others to organise, manage and record information at a station.Encourage and motivate others to work their best.Understand that there are different areas of fitness and how this helps me in different activities.Understand the different components of fitness and ways to test and develop them.Work to my maximum consistently when presented with challenges. <p><u>Tag Rugby</u></p> <ul style="list-style-type: none">Create and use space to help my team.Pass and receive the ball with increasing control under pressure.Select appropriate action for the situation and make this decision quickly.Tag opponents individually and when working within a unit.Can use feedback provided to improve the quality of my work.Use the rules of the game consistently to play honestly and fairly.I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.Work in collaboration with others to that the games run smoothly.Recognise my own and others strengths and areas for development and suggest ways to improve.Understand that there are different areas of fitness and how this helps in a variety of activities.	<p><u>Hockey</u></p> <ul style="list-style-type: none">Dribble, pass, receive and shoot the ball with increasing control under pressure.Select appropriate action for situations and make decisions quickly.Use feedback provided to improve the quality of my work.Use marking, tackling and interception to improve my defence.Use the rules of the game consistently to play fairly and honestly.Work collaboratively to create tactics with my team and evaluate the effectiveness of these.Work in collaboration with others so that the games run smoothly.Recognise my own and others strengths and areas for development to suggest ways to improve.Understand there are difference areas of fitness and how this helps me in different activities. <p><u>Football</u></p> <ul style="list-style-type: none">Create space to help my team.Dribble, pass, receive and shoot the ball with increasing control under pressure.Select appropriate action for the situation and make this decision quickly.Use feedback to improve the quality of my work.Use marking, tackling, interception to improve my defence.Use rules of the game consistently to play honestly and fairly.Work collaboratively to create tactics with my team and evaluate the effectiveness of these.Recognise my own and others strengths and areas for development to suggest ways to improve.Understand that there are different areas of fitness ad how this helps in different activities.	<p><u>Swimming</u></p> <ul style="list-style-type: none">I can Swim competently, confidently and proficiently over a distance of at least 25 metres.I can use a range of strokes effectively (for example: front crawl, backstroke and Breaststroke).I can perform self-rescue in different waster-based solutions. <p><u>Athletics</u></p> <ul style="list-style-type: none">Compete within the rules showing fair play and honesty.Help others improve their technique using key teaching points.Identify my own and others' strengths and areas for development to suggest improvements.Perform jumps for height and distance using good technique.Select and apply the best pace for a running event.Show accuracy and good technique when throwing for distance.Understand that there are different areas of fitness and how this helps me in different activities.	<p><u>Cricket</u></p> <ul style="list-style-type: none">Select appropriate action for the situation.Strike a bowled ball with increasing consistency and accuracy.Use a wider range of fielding skills with increasing control under pressure.Use feedback provided to improve quality of my work.Use rules consistently to play fairly.Work collaboratively with other to score runs and get batters out.Work in collaboration with others so that games run smoothly.Recognise strengths of my own and others and suggest developmental areas.Understand and apply tactics in game as a batter, bowler and fielder.Understand that there are different areas of fitness and how this could help. <p><u>Golf</u></p> <ul style="list-style-type: none">Identify different areas of a golf course.Show control of distance when chipping and putting.Use a wider range of skills with increasing control under pressure.Use feedback to improve the quality of my work.Use the rules of the game consistently to play honestly and fairly.Work in collaboration with others so that games run smoothly.Recognise strengths of my own and others, as well as developmental areas.	<p><u>Rounders</u></p> <ul style="list-style-type: none">Strike a bowled ball with increasing consistency.Use a wider range of skills with increasing control under pressure.Feedback provided to be used to improve quality of my work.Use the rules of the game consistently to play fairly.I can work collaboratively with other to get batters out.Work in collaboration with others so that game runs smoothly.Recognise strengths and developmental areas in myself and others.Understand and apply tactics in the game as a batter, bowler and fielder.Understand that there are different areas of fitness and how this will help. <p><u>Athletics</u></p> <ul style="list-style-type: none">Compete within the rules showing fair play and honesty.Help others improve their technique using key teaching points.Identify my own and others' strengths and areas for development to suggest improvements.Perform jumps for height and distance using good technique.Select and apply the best pace for a running event.Show accuracy and good technique when throwing for distance.Understand that there are different areas of fitness and how this helps me in different activities.