



Physical Education Skills Progression (Years R - 6)



Cognitive Skills	Physical Development	Physical Fitness	Personal Qualities
<ul style="list-style-type: none"> ▲ Problem Solving ▲ Focus & Concentration ▲ Decision Making ▲ Creativity 	<ul style="list-style-type: none"> ▲ Kinaesthetic Awareness ▲ Gross & Fine Motor Skills ▲ Balance & Control ▲ Coordination ▲ Rhythm & Timing 	<ul style="list-style-type: none"> ▲ Stamina ▲ Speed ▲ Core Stability & Strength ▲ Flexibility 	<ul style="list-style-type: none"> ▲ Motivation ▲ Confidence ▲ Determination ▲ Leadership & Responsibility ▲ Communication

EYFS	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	<u>Football</u>	<u>Multi-Skills</u>	<u>Dance</u>	<u>Gymnastics</u>	<u>Athletics</u>	<u>Rapid Fire Cricket</u>
	<p><u>Cognitive Skills</u></p> <ul style="list-style-type: none"> ◦ Pupils show good control over their bodies when exploring different skills ◦ Pupils move freely using suitable spaces and speed ◦ Pupils understand their own needs hunger/toilet/personal hygiene <p><u>Physical Development</u></p> <ul style="list-style-type: none"> ◦ Pupils able to move confidently negotiating the space around them effectively ◦ Pupils can explore balances 	<p><u>Cognitive Skills</u></p> <p>Pupils can move safely and understand the space they are working within</p> <ul style="list-style-type: none"> ◦ Pupils can focus on small tasks ◦ Pupils come to the lesson sensibly <p><u>Physical Development</u></p> <ul style="list-style-type: none"> ◦ To travel in different directions (side to side, up and down) with control and fluency ◦ Pupils able to demonstrate throw ◦ Pupils able to understand static balance ◦ Pupils can change 	<p><u>Cognitive Skills</u></p> <ul style="list-style-type: none"> ◦ Pupils can understand and move safely within the space that they are working in. ◦ Pupils can use imagery to move around in space <p><u>Physical Development</u></p> <ul style="list-style-type: none"> ◦ Pupils can discover how singular body parts move to music ◦ Pupils can discover how multiple body parts can move to music at the same times 	<p><u>Cognitive Skills</u></p> <p><u>Cognitive Skills</u></p> <ul style="list-style-type: none"> ◦ Pupils can understand and move safely within the space that they are working in. ◦ Pupils can use imagery to move around in space <p><u>Physical Development</u></p> <ul style="list-style-type: none"> ◦ Pupils can discover how singular body parts move to music ◦ Pupils can discover how multiple body parts can move to music at the same times 	<p><u>Cognitive Skills</u></p> <ul style="list-style-type: none"> ◦ Pupils can move safely and understand the space they are working within ◦ Pupils can focus on small tasks ◦ Pupils come to the lesson sensibly <p><u>Physical Development</u></p> <ul style="list-style-type: none"> ◦ To travel in different directions (side to side, up and down) with control and fluency ◦ Pupils able to demonstrate throw ◦ Pupils able to understand static balance ◦ Pupils can change direction moving 	<p><u>Cognitive Skills</u></p> <ul style="list-style-type: none"> ◦ Pupils can understand comparative language i.e. faster, longer, and be able to physically demonstrate ◦ Pupils can copy simple striking movements ◦ Pupils know how equipment is used <p><u>Physical Development</u></p> <ul style="list-style-type: none"> ◦ Pupils can move and stop, recognising both commands and acting upon them immediately ◦ Pupils throw a ball underarm

<p><u>Physical Fitness</u></p> <ul style="list-style-type: none"> ◦ Pupils start showing an ability to use their dominant hand/foot to work with a partner in different activities. Explore and use skills effectively for particular games ◦ Pupils can show intensity when working in teams ◦ Pupils move freely using suitable <p><u>Personal Qualities</u></p> <ul style="list-style-type: none"> ◦ Pupils can draw lines and circles ◦ Pupils can hold a pen correctly ◦ Pupils dress with support ◦ Pupils know that equipment needs to be used safely <p><u>National Curriculum Criteria</u> - participate in team games, developing simple tactics for attacking and defending</p>	<p>direction moving</p> <p><u>Physical Fitness</u></p> <ul style="list-style-type: none"> ◦ Pupils able to understand static balance ◦ To practise ABC (agility, balance and co- ordination) at circuit stations. ◦ Pupils can use varied speeds when travelling <p><u>Personal Qualities</u></p> <ul style="list-style-type: none"> ◦ Pupils follow instructions ◦ Pupils can communicate how they feel before and after PE ◦ Pupils can take turns on stations <p><u>National Curriculum Criteria</u> - master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities</p>	<p><u>Physical Fitness</u></p> <ul style="list-style-type: none"> ◦ Pupils can understand a basic sequence of movements ◦ Pupils can maintain the stamina throughout the entirety of a routine <p><u>Personal Qualities</u></p> <ul style="list-style-type: none"> ◦ Pupils can understand the different ways to move with a partner ◦ Pupils are able to link their knowledge of what they have learnt, into their finale dance <p><u>National Curriculum Criteria</u> - perform dances using simple movement patterns.</p>	<p><u>Physical Fitness</u></p> <ul style="list-style-type: none"> ◦ Pupils can understand a basic sequence of movements ◦ Pupils can maintain the stamina throughout the entirety of a routine <p><u>Personal Qualities</u></p> <ul style="list-style-type: none"> ◦ Pupils can understand the different ways to move with a partner ◦ Pupils are able to link their knowledge of what they have learnt, into their finale dance <p><u>National Curriculum Criteria</u> - perform dances using simple movement patterns.</p>	<p><u>Physical Fitness</u></p> <ul style="list-style-type: none"> ◦ Pupils able to understand static balance ◦ To practise ABC (agility, balance and co- ordination) at circuit stations. ◦ Pupils can use varied speeds when travelling <p><u>Personal Qualities</u></p> <ul style="list-style-type: none"> ◦ Pupils follow instructions ◦ Pupils can communicate how they feel before and after PE ◦ Pupils know that equipment needs to be used safely <p><u>National Curriculum Criteria</u> - master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities</p>	<ul style="list-style-type: none"> ◦ Pupils can catch using W <p><u>Physical fitness</u></p> <ul style="list-style-type: none"> ◦ Pupils move confidently throughout activities ◦ Pupils can travel freely using suitable spaces and speed ◦ Pupils can maintain intensity <p><u>Personal Qualities</u></p> <ul style="list-style-type: none"> ◦ Pupils understand the importance for good health of physical exercise, healthy diet and talk about different ways to keep healthy and safe ◦ Pupils know that equipment needs to be used safely <p><u>National Curriculum Criteria</u> - master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities</p>
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						-participate in team games, developing simple tactics for attacking and defending
Year 1	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	<p><u>Tag Rugby</u></p> <p><u>Cognitive Skills</u></p> <ul style="list-style-type: none"> ◦ Pupils talk about what our bodies do during exercise e.g. breathing ◦ Pupils can work within a team and develop the concept of the passing of a ball with either hands of feet ◦ Pupils begin to discuss the importance of warming up <p><u>Physical Development</u></p> <ul style="list-style-type: none"> ◦ Pupils retrieve and stop a ball using different parts of the body ◦ Pupils explore and use skills, actions and ideas individually and in combination to suit the game that is being played ◦ Pupils explore kicking and throwing in different ways with increasing <p><u>Physical Fitness</u></p>	<p><u>Multi-Skills</u></p> <p><u>Cognitive Skills</u></p> <ul style="list-style-type: none"> ◦ Pupils can move with control and care ◦ Pupils can concentrate on a challenge and repeat ◦ Pupils have an understanding of safety <p><u>Physical Development</u></p> <ul style="list-style-type: none"> ◦ Pupils can roll a variety of size balls ◦ Pupils can change speeds, direction of movement and with control ◦ Pupils explore jumping with change of direction and from 1 and 2 feet <p><u>Physical Fitness</u></p> <ul style="list-style-type: none"> ◦ Pupils can change speeds, direction of movement and with control ◦ Pupils want to challenge themselves with greater speeds, distances and times 	<p><u>Gymnastics</u></p> <p><u>Cognitive Skills</u></p> <ul style="list-style-type: none"> ◦ Pupils move with confidence and in creative patterns ◦ Pupils able to follow and perform instructions on command ◦ Pupils to work in pairs ◦ Pupils can explain their movements and patterns <p><u>Physical Development</u></p> <ul style="list-style-type: none"> ◦ Pupils understand static Pike, Tuck and Straddle ◦ Develop and holding balances on 1-4 body parts and copy other pupils ◦ Pupils explore ways to travel across mats ◦ Pupils can use simple compositional skills <p><u>Physical Fitness</u></p>	<p><u>Hockey</u></p> <p><u>Cognitive Skills</u></p> <ul style="list-style-type: none"> ◦ Pupils talk about what our bodies do during exercise e.g. breathing ◦ Pupils can work within a team and develop the concept of the passing of a ball with either hands of feet ◦ Pupils begin to discuss the importance of warming up <p><u>Physical Development</u></p> <ul style="list-style-type: none"> ◦ Pupils retrieve and stop a ball using different parts of the body ◦ Pupils explore and use skills, actions and ideas individually and in combination to suit the game that is being played ◦ Pupils explore kicking and throwing in different ways with increasing <p><u>Physical Fitness</u></p>	<p><u>Athletics</u></p> <p><u>Cognitive Skills</u></p> <ul style="list-style-type: none"> ◦ Pupils can move with control and care ◦ Pupils can concentrate on a challenge and repeat ◦ Pupils have an understanding of safety <p><u>Physical Development</u></p> <ul style="list-style-type: none"> ◦ Pupils can roll a variety of size balls ◦ Pupils can change speeds, direction of movement and with control ◦ Pupils explore jumping with change of direction and from 1 and 2 feet <p><u>Physical Fitness</u></p> <ul style="list-style-type: none"> ◦ Pupils can change speeds, direction of movement and with control ◦ Pupils want to challenge 	<p><u>Rapid Fire Cricket</u></p> <p><u>Cognitive Skills</u></p> <ul style="list-style-type: none"> ◦ Pupils explore and use skills, actions and ideas individually and in combination to suit the game they are playing ◦ Pupils can copy simple striking movement ◦ Pupils can develop basic rules and explain <p><u>Physical Development</u></p> <ul style="list-style-type: none"> ◦ Pupils can follow variety of commands, stop, go, high knees, star jumps etc ◦ Pupils throw a ball underarm confidently and explore the overarm throw ◦ Pupils can catch using Ws with varied shaped balls <p><u>Physical Fitness</u></p>

<ul style="list-style-type: none"> ◦ Pupils understand how to use equipment safely and can support in tidying equipment away ◦ Pupils pass and receive a ball in different ways with increased control ◦ Pupils choose the correct intensity of performance for skills in particular games <p><u>Personal Qualities</u></p> <ul style="list-style-type: none"> ◦ Pupils can work in small groups and in pairs ◦ Pupils understand basic scoring systems ◦ Pupils are confident and keep themselves safe in the space in which an activity/game is being played <p><u>National Curriculum Criteria</u></p> <ul style="list-style-type: none"> - master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities <p><u>Basketball</u></p> <p><u>Cognitive Skills</u></p> <ul style="list-style-type: none"> ◦ Pupils talk about what our bodies do during exercise e.g. breathing ◦ Pupils can work within a team and develop the concept of the passing of a ball with either hands or feet <p>-participate in team games, developing simple tactics for attacking and defending</p>	<ul style="list-style-type: none"> ◦ Pupils can sustain movement for a period of time <p><u>Personal Qualities</u></p> <ul style="list-style-type: none"> ◦ Pupils can describe how their body feels before, during and after activity ◦ Pupils can work in small teams and independently ◦ Pupils can describe what they are learning and developing <p><u>National Curriculum Criteria</u></p> <ul style="list-style-type: none"> - master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities 	<ul style="list-style-type: none"> ◦ Pupils understand the changes in our bodies when we exercise ◦ Pupils can hold balances and be in control ◦ Pupils can use upper body strength to hold balances ◦ Pupils can hold Gymnastic shapes, <p><u>Personal Qualities</u></p> <ul style="list-style-type: none"> ◦ Pupils to work in pairs or share ideas with class ◦ Pupils can link patterns and movements from each lesson ◦ Discussing their work in small groups ◦ Recognise how their body feels when still and when exercising <p><u>National Curriculum Criteria</u></p> <ul style="list-style-type: none"> - master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities <p><u>Dance</u></p>	<ul style="list-style-type: none"> ◦ Pupils understand how to use equipment safely and can support in tidying equipment away ◦ Pupils pass and receive a ball in different ways with increased control ◦ Pupils choose the correct intensity of performance for skills in particular games <p><u>Personal Qualities</u></p> <ul style="list-style-type: none"> ◦ Pupils can work in small groups and in pairs ◦ Pupils understand basic scoring systems ◦ Pupils are confident and keep themselves safe in the space in which an activity/game is being played <p><u>National Curriculum Criteria</u></p> <ul style="list-style-type: none"> - master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities <p>-participate in team games, developing simple tactics for attacking and defending</p>	<p>themselves with greater speeds, distances and times</p> <ul style="list-style-type: none"> ◦ Pupils can sustain movement for a period of time <p><u>Personal Qualities</u></p> <ul style="list-style-type: none"> ◦ Pupils can describe how their body feels before, during and after activity ◦ Pupils can work in small teams and independently ◦ Pupils can describe what they are learning and developing <p><u>National Curriculum Criteria</u></p> <ul style="list-style-type: none"> - master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities <p><u>Tennis</u></p> <p><u>Cognitive Skills</u></p> <ul style="list-style-type: none"> ◦ Pupils can play games based on net games (like tennis and badminton). ◦ Pupils have an opportunity to play 1v1, 	<ul style="list-style-type: none"> ◦ Pupils move confidently throughout activities and maintain concentration ◦ Pupils can travel freely using suitable spaces and speed ◦ Pupils explore SAQ movements <p><u>Personal Qualities</u></p> <ul style="list-style-type: none"> ◦ Pupils can perform fielding techniques with increased control and co-ordination ◦ Pupils know that equipment needs to be used safely <p><u>National Curriculum Criteria</u></p> <ul style="list-style-type: none"> - master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities <p>-participate in team games, developing simple tactics for attacking and defending</p>
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Football

Cognitive Skills

- Pupils talk about what our bodies do during exercise e.g. breathing
- Pupils can work within a team and develop the concept of the passing of a ball with either hands or feet
- Pupils begin to discuss the importance of warming up

Physical Development

- Pupils retrieve and stop a ball using different parts of the body
- Pupils explore and use skills, actions and ideas individually and in combination to suit the game that is being played
- Pupils explore kicking and throwing in different ways with increasing

Physical Fitness

- Pupils understand how to use equipment safely and can support in tidying equipment away
- Pupils pass and receive a ball in different ways with increased control

- Pupils begin to discuss the importance of warming up

Physical Development

- Pupils retrieve and stop a ball using different parts of the body
- Pupils explore and use skills, actions and ideas individually and in combination to suit the game that is being played
- Pupils explore kicking and throwing in different ways with increasing

Physical Fitness

- Pupils understand how to use equipment safely and can support in tidying equipment away
- Pupils pass and receive a ball in different ways with increased control
- Pupils choose the correct intensity of performance for skills in particular games

Personal Qualities

- Pupils can work in small groups and in pairs
- Pupils understand basic scoring systems
- Pupils are confident and keep themselves safe in the space in which an activity/game is being

Cognitive Skills

- Pupils can understand and move safely within the space that they are working in.
- Pupils can use imagery to move around in space

Physical Development

- Pupils can discover how singular body parts move to music
- Pupils can discover how multiple body parts can move to music at the same times
- Pupils can start to recognise a beat within music (Clapping/Stomping)

Physical Fitness

- Pupils can understand a basic sequence of movements
- Pupils can maintain the stamina throughout the entirety of a routine

Personal Qualities

- Pupils can understand the different ways to move with a partner
- Pupils are able to link their knowledge of what they have learnt, into

Handball

Cognitive Skills

- Pupils can understand and move safely within the space that they are working in.
- Pupils know how to find space to receive and support

Physical Development

- Pupils play games that involve keeping possession
- Pupils practise passing to a partner using a number of sending and receiving techniques

Physical Fitness

- Pupils are aware of how exercise is important for a healthy lifestyle and mind
- Pupils pass and receive a ball in different ways with increased control
- Pupils able to reflect on and develop skills to improve

Personal Qualities

- Pupils recognise how they work best with their team
- Pupils use communication skills to help others know

1v2, and 1v3

- Pupils can explain how practicing skills can help you feel warmer and why is it good to play and get out of breath

Physical Development

- Pupils can hold the racket correctly and balance a ball on strings
- Pupils can play tennis hockey and use forearm and backhand
- Pupils explore different bounces, ball sizes and throwing techniques
- Pupils can strike a ball with control

Physical Fitness

- Pupils are aware of how exercise is important for a healthy lifestyle and mind
- Pupils can adapt to a large and small court

Personal Qualities

- Pupils play games based on net games (like tennis and badminton).
- Pupils can take turns and share equipment
- Pupils can challenge themselves

Tri Golf

Cognitive Skills

- Pupils consolidate and develop the range and consistency of their skills in striking the ball
- Pupils recognise how specific activities affect their bodies and can explain the benefits
- Pupils explore sport specific activators

Physical Development

- Pupils show an intensity and engagement from the start of each session
- Pupils understand how to use equipment safely and can support in tidying equipment away

Physical Fitness

- Pupils move confidently throughout activities and maintain concentration
- Pupils are able to strike a ball accurately using a club

	<ul style="list-style-type: none"> ◦ Pupils choose the correct intensity of performance for skills in particular games <p><u>Personal Qualities</u></p> <ul style="list-style-type: none"> ◦ Pupils can work in small groups and in pairs ◦ Pupils understand basic scoring systems ◦ Pupils are confident and keep themselves safe in the space in which an activity/game is being played <p><u>National Curriculum Criteria</u></p> <ul style="list-style-type: none"> - master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities -participate in team games, developing simple tactics for attacking and defending 	<p>played</p> <p><u>National Curriculum Criteria</u></p> <ul style="list-style-type: none"> - master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities -participate in team games, developing simple tactics for attacking and defending 	<p>their finale dance</p> <p><u>National Curriculum Criteria</u> - perform dances using simple movement patterns.</p>	<p>where they are going</p> <p><u>National Curriculum Criteria</u></p> <ul style="list-style-type: none"> - master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities -participate in team games, developing simple tactics for attacking and defending 	<p><u>National Curriculum Criteria</u></p> <ul style="list-style-type: none"> - master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities 	<p><u>National Curriculum Criteria</u></p> <ul style="list-style-type: none"> - master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities
Year 2	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	<u>Tag Rugby</u>	<u>Multi-Skills</u>	<u>Gymnastics</u>	<u>Hockey</u>	<u>Athletics</u>	<u>Golf Way</u>
	<p><u>Cognitive Skills</u></p> <ul style="list-style-type: none"> ◦ Pupils recognise the best ways to score points and 	<p><u>Cognitive Skills</u></p> <ul style="list-style-type: none"> ◦ Pupils can copy and build on actions 	<p><u>Cognitive Skills</u></p> <ul style="list-style-type: none"> ◦ Pupils lift, move and place equipment 	<p><u>Cognitive Skills</u></p> <ul style="list-style-type: none"> ◦ Pupils recognise the best ways to score points and 	<p><u>Cognitive Skills</u></p> <ul style="list-style-type: none"> ◦ Pupils can copy and build on actions 	<p><u>Cognitive Skills</u></p> <ul style="list-style-type: none"> ◦ Pupils consolidate and

<p>stop points being scored</p> <ul style="list-style-type: none"> ◦ Pupils take part in games where there is an opposition ◦ Pupils understand the importance of warm up and cool down ◦ Pupils can discuss and apply <p><u>Physical Development</u></p> <ul style="list-style-type: none"> ◦ Pupils understand how to intercept a moving ball ◦ Pupils can catch and control a ball in movement working with a partner or in a small group ◦ Pupils can run with a ball in a game scenario ◦ Pupils be able to pass and stop a ball <p><u>Physical Fitness</u></p> <ul style="list-style-type: none"> ◦ Pupils improve the way they coordinate and control their bodies in various activities. Remember, repeat and link combinations of skills where necessary ◦ Pupils pass and receive a ball in different ways with increased control ◦ Pupils able to reflect 	<ul style="list-style-type: none"> ◦ Pupils can explain what their body needs to stay healthy ◦ Pupils can choose a partner to work with who is a similar ability <p><u>Physical Development</u></p> <ul style="list-style-type: none"> ◦ Pupils can roll and throw a variety of size balls ◦ Pupils can run short and long distances and show an understanding for pace keeping <p><u>Physical Fitness</u></p> <ul style="list-style-type: none"> ◦ Pupils understand stamina ◦ Pupils want to challenge themselves with greater speeds, distances and times <p><u>Personal Qualities</u></p> <ul style="list-style-type: none"> ◦ Pupils can describe how their body feels before, during and after activity ◦ Pupils can work in small teams and independently ◦ Pupils can compete in small teams <p><u>National Curriculum Criteria</u></p> <ul style="list-style-type: none"> - master basic movements including running, jumping, 	<p>safely</p> <ul style="list-style-type: none"> ◦ Pupils able to follow and perform instructions on command ◦ Pupils to work in small groups ◦ Pupils improve their work using <p><u>Physical Development</u></p> <ul style="list-style-type: none"> ◦ Pupils understand Pike, Tuck and Straddle on floor and small apparatus ◦ Pupils repeat and link combinations of gymnastic actions, body shapes and balances with control and precision ◦ Pupils are able to use gymnastics shapes when jumping from floor <p><u>Physical Fitness</u></p> <ul style="list-style-type: none"> ◦ Pupils use speed in routines to execute precision in shapes, rolls and jumps ◦ Pupils can use upper body strength to hold balances ◦ Pupils can hold Gymnastic shapes, Front support, Back Support, Dish <p><u>Personal Qualities</u></p> <ul style="list-style-type: none"> ◦ Pupils to work in pairs or 	<p>stop points being scored</p> <ul style="list-style-type: none"> ◦ Pupils take part in games where there is an opposition ◦ Pupils understand the importance of warm up and cool down ◦ Pupils can discuss and apply the skills that have previously learnt <p><u>Physical Development</u></p> <ul style="list-style-type: none"> ◦ Pupils understand how to intercept a moving ball ◦ Pupils can catch and control a ball in movement working with a partner or in a small group ◦ Pupils can run with a ball in a game scenario ◦ Pupils be able to pass and stop a ball <p><u>Physical Fitness</u></p> <ul style="list-style-type: none"> ◦ Pupils improve the way they coordinate and control their bodies in various activities. Remember, repeat and link combinations of skills where necessary ◦ Pupils pass and receive a ball in different ways with increased control 	<ul style="list-style-type: none"> ◦ Pupils can explain what their body needs to stay healthy ◦ Pupils can choose a partner to work with who is a similar ability <p><u>Physical Development</u></p> <ul style="list-style-type: none"> ◦ Pupils can roll and throw a variety of size balls ◦ Pupils can run short and long distances and show an understanding for pace keeping <p><u>Physical Fitness</u></p> <ul style="list-style-type: none"> ◦ Pupils understand stamina ◦ Pupils want to challenge themselves to greater speeds, distances and times <p><u>Personal Qualities</u></p> <ul style="list-style-type: none"> ◦ Pupils can describe how their body feels before, during and after activity ◦ Pupils can work in small teams and independently ◦ Pupils can compete in small teams <p><u>National Curriculum Criteria</u></p>	<p>develop the range and consistency of their skills in striking the ball</p> <ul style="list-style-type: none"> ◦ Pupils recognise how specific activities affect their bodies and can explain the benefits ◦ Pupils can copy and build on actions <p><u>Physical Development</u></p> <ul style="list-style-type: none"> ◦ Pupils show an intensity and engagement from the start of each session ◦ Pupils understand how to use equipment safely and can support in tidying equipment away <p><u>Physical Fitness</u></p> <ul style="list-style-type: none"> ◦ Pupils move confidently throughout activities and maintain concentration ◦ Pupils are able to strike a ball accurately using a club with targets added <p><u>National Curriculum Criteria</u></p>
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<p>on and develop skills to improve</p> <p><u>Personal Qualities</u></p> <ul style="list-style-type: none"> ◦ Pupils recognise how they work best with their partner and can work with each pupil in the class ◦ Pupils understand the role of an attacker and defender ◦ Pupils can engage in competitive physical activities (both against self and against others) <p><u>National Curriculum Criteria</u></p> <p>- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities</p> <p>-participate in team games, developing simple tactics for attacking and defending</p> <p><u>Football</u></p> <p><u>Cognitive Skills</u></p> <ul style="list-style-type: none"> ◦ Pupils recognise the best ways to score points and stop points being scored ◦ Pupils take part in games where there is an 	<p>throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities</p> <p><u>Basketball</u></p> <p><u>Cognitive Skills</u></p> <ul style="list-style-type: none"> ◦ Pupils recognise the best ways to score points and stop points being scored ◦ Pupils take part in games where there is an opposition ◦ Pupils understand the importance of warm up and cool down ◦ Pupils can discuss and apply <p><u>Physical Development</u></p> <ul style="list-style-type: none"> ◦ Pupils understand how to intercept a moving ball ◦ Pupils can catch and control a ball in movement working with a partner or in a small group ◦ Pupils can run with a ball in a game scenario ◦ Pupils be able to pass and stop a ball <p><u>Physical Fitness</u></p>	<p>share ideas with class</p> <ul style="list-style-type: none"> ◦ Pupils can constructively discuss other pupils work ◦ Discussing their work in small groups ◦ Recognise good quality in performance <p><u>National Curriculum Criteria</u></p> <p>- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities</p> <p><u>Dance</u></p> <p><u>Cognitive Skills</u></p> <ul style="list-style-type: none"> ◦ Pupils can understand and move safely within the space that they are working in. ◦ Pupils can use imagery to move around in space ◦ Pupils can work with a partner to come up with a new connective shapes <p><u>Physical Development</u></p> <ul style="list-style-type: none"> ◦ Pupils can discover how singular body parts move to music 	<ul style="list-style-type: none"> ◦ Pupils able to reflect on and develop skills to improve <p><u>Personal Qualities</u></p> <ul style="list-style-type: none"> ◦ Pupils recognise how they work best with their partner and can work with each pupil in the class ◦ Pupils understand the role of an attacker and defender ◦ Pupils can engage in competitive physical activities (both against self and against others) <p><u>National Curriculum Criteria</u></p> <p>- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities</p> <p>-participate in team games, developing simple tactics for attacking and defending</p> <p><u>Handball</u></p> <p><u>Cognitive Skills</u></p> <ul style="list-style-type: none"> ◦ Pupils recognise the best ways to score points and stop points being scored 	<p>- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities</p> <p><u>Tennis</u></p> <p><u>Cognitive Skills</u></p> <ul style="list-style-type: none"> ◦ Pupils can play games based on net games (like tennis and badminton). ◦ Pupils have an opportunity to play 1v1, 1v2, and 1v3 ◦ Pupils can explain how practicing skills can help you feel warmer and why is it good to play and get out of <p><u>Physical Development</u></p> <ul style="list-style-type: none"> ◦ Pupils can hold the racket correctly and balance a ball on strings whilst moving and performing simple instructions, high/low/turn et ◦ Pupils can choose and apply simple tactics ◦ Pupils can strike a ball with control 	<p>- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities</p> <p><u>Rapid Fire Cricket</u></p> <p><u>Cognitive Skills</u></p> <ul style="list-style-type: none"> ◦ Pupils can take part in games where there is an opposition ◦ Pupils can develop basic rules and explain ◦ Pupils can pass and receive a ball in different ways with control and increased accuracy <p><u>Physical Development</u></p> <ul style="list-style-type: none"> ◦ Pupils can follow a variety of commands, stop, go, high knees, star jumps etc ◦ Pupils bowl underarm and explore the overarm bowl ◦ Pupils can catch using Ws with varied shaped balls and distances ◦ Pupils can throw a ball
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<p>opposition</p> <ul style="list-style-type: none"> ◦ Pupils understand the importance of warm up and cool down ◦ Pupils can discuss and apply <p><u>Physical Development</u></p> <ul style="list-style-type: none"> ◦ Pupils understand how to intercept a moving ball ◦ Pupils can catch and control a ball in movement working with a partner or in a small group ◦ Pupils can run with a ball in a game scenario ◦ Pupils be able to pass and stop a ball <p><u>Physical Fitness</u></p> <ul style="list-style-type: none"> ◦ Pupils improve the way they coordinate and control their bodies in various activities. Remember, repeat and link combinations of skills where necessary ◦ Pupils pass and receive a ball in different ways with increased control ◦ Pupils able to reflect on and develop skills to improve <p><u>Personal Qualities</u></p>	<ul style="list-style-type: none"> ◦ Pupils improve the way they coordinate and control their bodies in various activities. Remember, repeat and link combinations of skills where necessary ◦ Pupils pass and receive a ball in different ways with increased control ◦ Pupils able to reflect on and develop skills to improve <p><u>Personal Qualities</u></p> <ul style="list-style-type: none"> ◦ Pupils recognise how they work best with their partner and can work with each pupil in the class ◦ Pupils understand the role of an attacker and defender ◦ Pupils can engage in competitive physical activities (both against self and against others) <p><u>National Curriculum Criteria</u></p> <ul style="list-style-type: none"> - master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities 	<ul style="list-style-type: none"> ◦ Pupils can discover how multiple body parts can move to music at the same times ◦ Pupils can start to recognise a beat within music (Clapping/Stomping) <p><u>Physical Fitness</u></p> <ul style="list-style-type: none"> ◦ Pupils can understand a basic sequence of movements ◦ Pupils can maintain the stamina throughout the entirety of a routine <p><u>Personal Qualities</u></p> <ul style="list-style-type: none"> ◦ Pupils can understand the different ways to move with a partner ◦ Pupils are able to link their knowledge of what they have learnt, into their finale dance <p><u>National Curriculum Criteria</u> - perform dances using simple movement patterns.</p>	<ul style="list-style-type: none"> ◦ Pupils can understand and move safely within the space that they are working in. ◦ Pupils know how to find space to receive and support <p><u>Physical Development</u></p> <ul style="list-style-type: none"> ◦ Pupils play games that involve keeping possession ◦ Pupils can be agile and move across court ◦ Pupils practise passing to a partner using a number of sending and receiving techniques <p><u>Physical Fitness</u></p> <ul style="list-style-type: none"> ◦ Pupils are aware of how exercise is important for a healthy lifestyle and mind ◦ Pupils pass and receive a ball in different ways with increased control ◦ Pupils able to reflect on and develop skills to improve <p><u>Personal Qualities</u></p> <ul style="list-style-type: none"> ◦ Pupils recognise how they work best with their team ◦ Pupils use communication skills to help others know where they are going 	<p><u>Physical Fitness</u></p> <ul style="list-style-type: none"> ◦ Pupils can increase racket head speed with control ◦ Pupils can adapt to a large and small net ◦ Pupils can be agile and move across court <p><u>Personal Qualities</u></p> <ul style="list-style-type: none"> ◦ Pupils play games based on net games (like tennis and badminton). ◦ Pupils can take turns and play a small tournament ◦ Pupils can challenge themselves and increase difficult each session <p><u>National Curriculum Criteria</u></p> <ul style="list-style-type: none"> - master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities 	<p><u>Physical Fitness</u></p> <ul style="list-style-type: none"> ◦ Pupils move confidently throughout activities and maintain concentration ◦ Pupils are able to hit a ball accurately using a bat/racket ◦ Pupils explore SAQ movements <p><u>Personal Qualities</u></p> <ul style="list-style-type: none"> ◦ Pupils can perform fielding techniques with increased control and co-ordination ◦ Pupils begin to lead others in a simple team game <p><u>National Curriculum Criteria</u></p> <ul style="list-style-type: none"> - master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities -participate in team games, developing simple
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	<ul style="list-style-type: none"> ◦ Pupils recognise how they work best with their partner and can work with each pupil in the class ◦ Pupils understand the role of an attacker and defender ◦ Pupils can engage in competitive physical activities (both against self and against others) <p><u>National Curriculum Criteria</u></p> <ul style="list-style-type: none"> - master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities -participate in team games, developing simple tactics for attacking and defending 	-participate in team games, developing simple tactics for attacking and defending		<p><u>National Curriculum Criteria</u></p> <ul style="list-style-type: none"> - master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities -participate in team games, developing simple tactics for attacking and defending 		tactics for attacking and defending
Year 3	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	<u>Tag Rugby</u>	<u>Lacrosse</u>	<u>Gymnastics</u>	<u>Hockey</u>	<u>Athletics</u>	<u>Golf Way</u>
	<p><u>Cognitive Skills</u></p> <ul style="list-style-type: none"> ◦ Pupils recognise the best ways to score points and stop points being scored ◦ Pupils know how to find space to receive and support 	<p><u>Cognitive Skills</u></p> <ul style="list-style-type: none"> ◦ Pupils recognise the best ways to score points and stop points being scored ◦ Pupils know how to find space to receive and support 	<p><u>Cognitive Skills</u></p> <ul style="list-style-type: none"> ◦Pupils improve their ability to select appropriate actions and use simple compositional ideas ◦ Pupils able plan a routine comprising roll, 	<p><u>Cognitive Skills</u></p> <ul style="list-style-type: none"> ◦ Pupils recognise the best ways to score points and stop points being scored ◦ Pupils take part in games where there is an 	<p><u>Cognitive Skills</u></p> <ul style="list-style-type: none"> ◦ Pupils explore breathing whilst exercising ◦ Pupils can explain what their body needs to stay healthy ◦ Pupils can choose a 	<p><u>Cognitive Skills</u></p> <ul style="list-style-type: none"> ◦ Pupils consolidate and develop the range and consistency of their skills in striking the ball ◦ Pupils can explain what their body needs to stay

<ul style="list-style-type: none"> ◦ Pupils improve accuracy of passes and use space to keep possession better <p><u>Physical Development</u></p> <ul style="list-style-type: none"> ◦ Pupils play games that involve keeping possession and scoring in targets. 3v1 and 4v1 games ◦ Pupils practise passing to a partner using a number of sending and receiving techniques ◦ Pupils can run with a ball in a game scenario and decide when and where is best to shoot/pass <p><u>Physical Fitness</u></p> <ul style="list-style-type: none"> ◦ Pupils improve the way they coordinate and control their bodies in various activities. Remember, repeat and link combinations of skills where necessary ◦ Pupils pass and receive a ball in different ways with increased control ◦ Pupils able to reflect on and develop skills to improve <p><u>Personal Qualities</u></p>	<ul style="list-style-type: none"> ◦ Pupils improve accuracy of passes and use space to keep possession better <p><u>Physical Development</u></p> <ul style="list-style-type: none"> ◦ Pupils play games that involve keeping possession and scoring in targets. 3v1 and 4v1 games ◦ Pupils practise passing to a partner using a number of sending and receiving techniques ◦ Pupils can run with a ball in a game scenario and decide when and where is best to shoot/pass <p><u>Physical Fitness</u></p> <ul style="list-style-type: none"> ◦ Pupils improve the way they coordinate and control their bodies in various activities. Remember, repeat and link combinations of skills where necessary ◦ Pupils pass and receive a ball in different ways with increased control ◦ Pupils able to reflect on and develop skills to improve <p><u>Personal Qualities</u></p> <ul style="list-style-type: none"> ◦ Pupils recognise how they work best with their partner 	<p>jumps and balances</p> <ul style="list-style-type: none"> ◦ Pupils to work in small groups <p><u>Physical Development</u></p> <ul style="list-style-type: none"> ◦ Pupils consolidate and improve the quality of their actions, body shapes and balances, and their ability to link movements ◦ Pupils can explore rolls, teddy, log, forward and backward ◦ Pupils are able to use gymnastics shapes when jumping from small apparatus and low heights <p><u>Physical Fitness</u></p> <ul style="list-style-type: none"> ◦ Pupils can counter balance ◦ Pupils can hold Gymnastic shapes, Front support, Back Support, Dish and Doom in pairs and for a sustained time period ◦ Pupils can recognise how specific movements affect their bodies <p><u>Personal Qualities</u></p> <ul style="list-style-type: none"> ◦ Pupils to work in pairs or share ideas with class ◦ Pupils recognise how their own performance has improved and other pupils 	<p>opposition</p> <ul style="list-style-type: none"> ◦ Pupils understand the importance of warm up and cool down ◦ Pupils can discuss and apply previously learnt skills <p><u>Physical Development</u></p> <ul style="list-style-type: none"> ◦ Pupils understand how to intercept a moving ball ◦ Pupils can catch and control a ball in movement working within a team ◦ Pupils be able to pass and stop a ball <p><u>Physical Fitness</u></p> <ul style="list-style-type: none"> ◦ Pupils improve the way they coordinate and control their bodies in various activities. ◦ Pupils pass and receive a ball in different ways with increased control ◦ Pupils able to reflect on and develop skills to improve <p><u>Personal Qualities</u></p> <ul style="list-style-type: none"> ◦ Pupils recognise how they work best with their team and can work with each pupil in the class ◦ Pupils understand the role of an attacker and defender 	<p>partner to work with who is a similar ability and challenge each other</p> <p><u>Physical Development</u></p> <ul style="list-style-type: none"> ◦ Pupils can apply good sprinting techniques ◦ Pupils practice and develop standing long jump ◦ Pupils develop stride length <p><u>Physical Fitness</u></p> <ul style="list-style-type: none"> ◦ Pupils develop distance and height when jumping ◦ Pupils want to challenge themselves with greater speeds, distances and times ◦ Pupils can sustain a pace over 400m <p><u>Personal Qualities</u></p> <ul style="list-style-type: none"> ◦ Pupils motivate/encourage others and can lead a small team ◦ Pupils can communicate clearly the progression in activities ◦ Pupils can describe how their body feels before, during and after an activity 	<p>healthy</p> <ul style="list-style-type: none"> ◦ Pupils recognise the best ways to score points <p><u>Physical Development</u></p> <ul style="list-style-type: none"> ◦ Pupils consolidate and improve the quality of their actions, body shapes and balances, and their ability to link movements <p><u>Physical Fitness</u></p> <ul style="list-style-type: none"> ◦ Pupils improve the way they coordinate and control their bodies in various activities. ◦ Pupils are able to strike a ball with increasing accuracy using a club with targets added <p><u>National Curriculum Criteria</u></p> <ul style="list-style-type: none"> -develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] -compare their performances with previous ones and
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<p>◦ Pupils recognise how they work best with their partner and can work with each pupil in the class ◦ Pupils understand patterns of play- if ball is in a certain position where should players be</p> <p>◦ Pupils use communication skills to help others know where they are going</p> <p>National Curriculum Criteria - use running, jumping, throwing and catching in isolation and in combination</p> <p>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>Football</p> <p>Cognitive Skills</p> <p>◦ Pupils recognise the best ways to score points and stop points being scored</p> <p>◦ Pupils know how to find</p>	<p>and can work with each pupil in the class ◦ Pupils understand patterns of play- if ball is in a certain position where should players be</p> <p>◦ Pupils use communication skills to help others know where they are going</p> <p>National Curriculum Criteria - use running, jumping, throwing and catching in isolation and in combination</p> <p>play competitive games, modified where appropriate for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>Basketball</p> <p>Cognitive Skills</p> <p>◦ Pupils recognise the best ways to score points and stop points being scored</p> <p>◦ Pupils know how to find space to receive and support</p> <p>◦ Pupils improve accuracy of passes and use space</p>	<p>◦ Discuss and plan their work in small groups</p> <p>◦ Recognise good quality in performance</p> <p>National Curriculum Criteria - develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>Dance</p> <p>Cognitive Skills</p> <p>◦ Pupils can move safely within an area they are working in</p> <p>◦ Pupils are able use imagery to explore different ideas of dance</p> <p>◦ Pupils are able to take pre-made patterns of movements, combine them with their own, to make a sequence</p> <p>Physical Development</p> <p>◦ Pupils can discover how singular/Multiple body parts move to music</p> <p>◦ Pupils understand the terms 'Mirror' and 'Cannon'</p> <p>◦ Pupils can start to</p>	<p>◦ Pupils can engage in competitive physical activities (both against self and against others)</p> <p>National Curriculum Criteria - use running, jumping, throwing and catching in isolation and in combination</p> <p>play competitive games, modified where appropriate for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>Handball</p> <p>Cognitive Skills</p> <p>◦ Pupils recognise the best ways to score points and stop points being scored</p> <p>◦ Pupils know how to find space to receive and support</p> <p>◦ Pupils improve accuracy of passes and use space to keep possession better</p>	<p>National Curriculum Criteria - use running, jumping, throwing and catching in isolation and in combination</p> <p>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Tennis</p> <p>Cognitive Skills</p> <p>◦ Pupils can identify when they are successful and the next steps in their learning</p> <p>◦ Pupils understand stance</p> <p>◦ Pupils can demonstrate good activator games and lead</p> <p>Physical Development</p> <p>◦ Pupils can return a ball to a partner with and without a net</p> <p>◦ Pupils can play a</p>	<p>demonstrate improvement to achieve their personal best.</p> <p>Rapid Fire Cricket</p> <p>Cognitive Skills</p> <p>◦ Pupils consolidate and develop the range and consistency of their skills in striking and fielding games</p> <p>◦ Pupils recognise how specific activities affect their bodies and can explain the benefits</p> <p>◦ Pupils explore sport specific activators</p> <p>Physical Development</p> <p>◦ Pupils show an intensity and engagement from the start of each session</p> <p>◦ Pupils can bowl overarm at a large target with once bounce</p> <p>◦ Pupils can use both Pom and Aussie catch</p> <p>◦ Pupils have consistent throwing</p> <p>Physical Fitness</p> <p>◦ Pupils move confidently</p>
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<p>space to receive and support</p> <ul style="list-style-type: none"> ◦ Pupils improve accuracy of passes and use space to keep possession better <p><u>Physical Development</u></p> <ul style="list-style-type: none"> ◦ Pupils play games that involve keeping possession and scoring in targets. 3v1 and 4v1 games ◦ Pupils practise passing to a partner using a number of sending and receiving techniques ◦ Pupils can run with a ball in a game scenario and decide when and where is best to shoot/pass <p><u>Physical Fitness</u></p> <ul style="list-style-type: none"> ◦ Pupils improve the way they coordinate and control their bodies in various activities. Remember, repeat and link combinations of skills where necessary ◦ Pupils pass and receive a ball in different ways with increased control ◦ Pupils able to reflect on and develop skills to improve 	<p>to keep possession better</p> <p><u>Physical Development</u></p> <ul style="list-style-type: none"> ◦ Pupils play games that involve keeping possession and scoring in targets. 3v1 and 4v1 games ◦ Pupils practise passing to a partner using a number of sending and receiving techniques ◦ Pupils can run with a ball in a game scenario and decide when and where is best to shoot/pass <p><u>Physical Fitness</u></p> <ul style="list-style-type: none"> ◦ Pupils improve the way they coordinate and control their bodies in various activities. Remember, repeat and link combinations of skills where necessary ◦ Pupils pass and receive a ball in different ways with increased control ◦ Pupils able to reflect on and develop skills to improve <p><u>Personal Qualities</u></p> <ul style="list-style-type: none"> ◦ Pupils recognise how they work best with their partner and can work with each pupil in the class ◦ Pupils 	<p>recognise a beat within music (Clapping/Stomping)</p> <p><u>Physical Fitness</u></p> <ul style="list-style-type: none"> ◦ Pupils can understand a basic sequence of movements ◦ Pupils can maintain the stamina throughout the entirety of a routine ◦ Pupils start to have a basic understanding of timing between movement of body to the music <p><u>Personal Qualities</u></p> <ul style="list-style-type: none"> ◦ Pupils can work with a partner whilst remaining connected or 'mirroring'. ◦ Pupils are able to link their knowledge of what they have learnt, into their finale dance ◦ Pupils are able to confidently perform their final dance without help from teacher/coach <p><u>National Curriculum Criteria</u> - perform dances using a range of movement patterns</p>	<p><u>Physical Development</u></p> <ul style="list-style-type: none"> ◦ Pupils play games that involve keeping possession and scoring in targets. 3v1 and 4v1 games ◦ Pupils practise passing to a partner using a number of sending and receiving techniques ◦ Pupils can run with a ball in a game scenario and decide when and where is best to shoot/pass <p><u>Physical Fitness</u></p> <ul style="list-style-type: none"> ◦ Pupils improve the way they coordinate and control their bodies in various activities. Remember, repeat and link combinations of skills where necessary ◦ Pupils pass and receive a ball in different ways with increased control ◦ Pupils able to reflect on and develop skills to improve <p><u>Personal Qualities</u></p> <ul style="list-style-type: none"> ◦ Pupils recognise how they work best with their partner and can work with each pupil in the class ◦ Pupils understand patterns of play- if ball is in a certain position 	<p>range of basic shots forehand, backhand, drop</p> <ul style="list-style-type: none"> ◦ Pupils can vary strength, length and direction of shot ◦ Pupils can underarm serve <p><u>Physical Fitness</u></p> <ul style="list-style-type: none"> ◦ Pupils can move across the court effectively and understand the importance of stance and starting positioning when playing a shot ◦ Pupils understand the rules and can follow for each game ◦ Pupils can play 1v1 with a suitable partner <p><u>Personal Qualities</u></p> <ul style="list-style-type: none"> ◦ Pupils can give examples of when they could demonstrate the skills practiced during a game situation ◦ Pupils know how they can make it difficult for their opponent to receive ball <p><u>National Curriculum Criteria</u> - play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey,</p>	<p>throughout activities and maintain concentration</p> <ul style="list-style-type: none"> ◦ Pupils are able to hit a ball accurately using a bat/racket with targets added ◦ Pupils explore SAQ movements <p><u>Personal Qualities</u></p> <ul style="list-style-type: none"> ◦ Pupils can perform fielding techniques with increased control and co-ordination ◦ Pupils begin to lead others in a simple team game ◦ Pupils can use tactics effectively in a competitive situation <p><u>National Curriculum Criteria</u> - use running, jumping, throwing and catching in isolation and in combination.</p> <p>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic</p>
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	<p>Personal Qualities</p> <ul style="list-style-type: none"> ◦ Pupils recognise how they work best with their partner and can work with each pupil in the class ◦ Pupils understand patterns of play-if ball is in a certain position where should players be ◦ Pupils use communication skills to help others know where they are going <p>National Curriculum Criteria - use running, jumping, throwing and catching in isolation and in combination</p> <p>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p>	<p>understand patterns of play-if ball is in a certain position where should players be</p> <ul style="list-style-type: none"> ◦ Pupils use communication skills to help others know where they are going <p>National Curriculum Criteria - use running, jumping, throwing and catching in isolation and in combination</p> <p>play competitive games, modified where appropriate for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p>		<p>where should players be</p> <ul style="list-style-type: none"> ◦ Pupils use communication skills to help others know where they are going <p>National Curriculum Criteria - use running, jumping, throwing and catching in isolation and in combination</p> <p>play competitive games, modified where appropriate for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p>	<p>netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p>	<p>principles suitable for attacking and defending.</p>
Year 4	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	<u>Tag Rugby</u>	<u>Lacrosse</u>	<u>Gymnastics</u>	<u>Hockey</u>	<u>Athletics</u>	<u>Golf Way</u>
	<p>Cognitive Skills</p> <ul style="list-style-type: none"> ◦ Pupils can lead and organise a team with basic 	<p>Cognitive Skills</p> <ul style="list-style-type: none"> ◦ Pupils can lead and organise a team with basic tactics 	<p>Cognitive Skills</p> <ul style="list-style-type: none"> ◦ Pupils can identify muscle groups used in gymnastic activities 	<p>Cognitive Skills</p> <ul style="list-style-type: none"> ◦ Pupils can lead and organise a team with basic tactics 	<p>Cognitive Skills</p> <ul style="list-style-type: none"> ◦ Pupils can explain what their body needs to stay healthy 	<p>Cognitive Skills</p> <ul style="list-style-type: none"> ◦ Pupils consolidate and develop the range and consistency of their skills in

	<p>tactics</p> <ul style="list-style-type: none"> ◦ Pupils understand simple patterns of play ◦ Pupils can choose and adapt their techniques to keep possession <p><u>Physical Development</u></p> <ul style="list-style-type: none"> ◦ Pupils can pass, receive and shoot the ball with increasing control ◦ Pupils can defend one on one and know when and how to win the ball ◦ Pupils score more regularly ◦ Pupils develop positional awareness and understand specific roles on the field of play <p><u>Physical Fitness</u></p> <ul style="list-style-type: none"> ◦ Pupils can plan ideas and tactics similar across invasion games ◦ Pupils know what they need to improve their game and what they need to practice ◦ Pupils able to reflect on and develop skills to improve 	<ul style="list-style-type: none"> ◦ Pupils understand simple patterns of play ◦ Pupils can choose and adapt their techniques to keep possession <p><u>Physical Development</u></p> <ul style="list-style-type: none"> ◦ Pupils can pass, receive and shoot the ball with increasing control ◦ Pupils can defend one on one and know when and how to win the ball ◦ Pupils score more regularly ◦ Pupils develop positional awareness and understand specific roles on the field of play <p><u>Physical Fitness</u></p> <ul style="list-style-type: none"> ◦ Pupils can plan ideas and tactics similar across invasion games ◦ Pupils know what they need to improve their game and what they need to practice ◦ Pupils able to reflect on and develop skills to improve <p><u>Personal Qualities</u></p> <ul style="list-style-type: none"> ◦ Pupils understand patterns of play- if ball is in a certain 	<ul style="list-style-type: none"> ◦ Pupils can adapt their sequences to include apparatus and to suit partner or small groups ◦ Pupils can critic other pupils/group work <p><u>Physical Development</u></p> <ul style="list-style-type: none"> ◦ Create and perform a simple sequence on the floor using mats of up to four elements ◦ Pupils can balance and hold shapes on apparatus and wall mobiles ◦ Pupils show clear starting and finishing positions and move smoothly between shapes and actions <p><u>Physical Fitness</u></p> <ul style="list-style-type: none"> ◦ Pupils can select and use the most appropriate skills, actions or ideas ◦ Pupils can incorporate counterbalances into sequences ◦ Pupils can perform in unison <p><u>Personal Qualities</u></p> <ul style="list-style-type: none"> ◦ Pupils identify ways to use equipment to enhance their 	<ul style="list-style-type: none"> ◦ Pupils understand simple patterns of play ◦ Pupils can choose and adapt their techniques to keep possession <p><u>Physical Development</u></p> <ul style="list-style-type: none"> ◦ Pupils understand how to intercept a moving ball ◦ Pupils can catch and control a ball in movement working within a team ◦ Pupils be able to pass and stop a ball <p><u>Physical Fitness</u></p> <ul style="list-style-type: none"> ◦ Pupils can plan ideas and tactics similar across invasion games ◦ Pupils know what they need to improve their game and what they need to practice ◦ Pupils able to reflect on and develop skills to improve <p><u>Personal Qualities</u></p> <ul style="list-style-type: none"> ◦ Pupils understand patterns of play- if ball is in a certain position where should players be ◦ Pupils can evaluate how successful their tactics have 	<ul style="list-style-type: none"> ◦ Pupils can choose a partner to work with who is a similar ability and challenge each other ◦ Pupils develop basic tactics <p><u>Physical Development</u></p> <ul style="list-style-type: none"> ◦ Pupils can apply both sprinting/distance running techniques ◦ Pupils practice and develop standing long jump and increase distance ◦ Pupils can throw a javelin understanding start and finish position <p><u>Physical Fitness</u></p> <ul style="list-style-type: none"> ◦ Pupils develop distance and height when jumping ◦ Pupils want to challenge themselves with greater speeds, distances and times ◦ Pupils can sustain a pace over 400m <p><u>Personal Qualities</u></p> <ul style="list-style-type: none"> ◦ Pupils motivate/encourage others and can lead a small team ◦ Pupils can explain how their work is similar 	<p>striking the ball</p> <ul style="list-style-type: none"> ◦ Pupils understand simple patterns of play ◦ Pupils can choose and adapt their techniques <p><u>Physical Development</u></p> <ul style="list-style-type: none"> ◦ Pupils consolidate and improve the quality of their actions, body shapes and balances, and their ability to link movements ◦ Pupils score more regularly <p><u>Physical Fitness</u></p> <ul style="list-style-type: none"> ◦ Pupils improve the way they coordinate and control their bodies in various activities. ◦ Pupils are able to strike a ball with increasing accuracy using a club with targets added ◦ Pupils able to reflect on and develop skills to improve <p><u>National Curriculum Criteria</u></p>
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<p>Personal Qualities</p> <ul style="list-style-type: none"> ◦ Pupils understand patterns of play- if ball is in a certain position where should players be ◦ Pupils can evaluate how successful their tactics have been, use appropriate language to describe performance and identify what they do that makes things difficult for their opponents. <p>National Curriculum Criteria - use running, jumping, throwing and catching in isolation and in combination</p> <p>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>Football</p> <p>Cognitive Skills</p> <ul style="list-style-type: none"> ◦ Pupils can lead and organise a team with basic tactics 	<p>position where should players be</p> <ul style="list-style-type: none"> ◦ Pupils can evaluate how successful their tactics have been, use appropriate language to describe performance and identify what they do that makes things difficult for their opponents <p>National Curriculum Criteria - use running, jumping, throwing and catching in isolation and in combination</p> <p>play competitive games, modified where appropriate for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>Basketball</p> <p>Cognitive Skills</p> <ul style="list-style-type: none"> ◦ Pupils can lead and organise a team with basic tactics ◦ Pupils understand simple patterns of play ◦ Pupils can choose and adapt their techniques to 	<p>sequences, rolls, shapes and jumps</p> <ul style="list-style-type: none"> ◦ Pupils perform and evaluate own and others' sequences. <p>National Curriculum Criteria - develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>Dance</p> <p>Cognitive Skills</p> <ul style="list-style-type: none"> ◦ Pupils can move safely within an area they are working in <ul style="list-style-type: none"> ◦ Pupils are able use imagery to explore different ideas of dance ◦ Pupils are able to take pre-made patterns of movements, combine them with their own, to make a sequence <p>Physical Development</p> <ul style="list-style-type: none"> ◦ Pupils can discover how singular/Multiple body parts move to music ◦ Pupils understand the 	<p>been, use appropriate language to describe performance and identify what they do that makes things difficult for their opponents</p> <p>National Curriculum Criteria - use running, jumping, throwing and catching in isolation and in combination</p> <p>play competitive games, modified where appropriate for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>Handball</p> <p>Cognitive Skills</p> <ul style="list-style-type: none"> ◦ Pupils can lead and organise a team with basic tactics ◦ Pupils understand simple patterns of play ◦ Pupils can choose and adapt their techniques to keep possession 	<p>and different from that of others</p> <ul style="list-style-type: none"> ◦ Pupils can use observations to improve their work <p>National Curriculum Criteria - use running, jumping, throwing and catching in isolation and in combination</p> <p>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Tenni</p> <p>Cognitive Skills</p> <ul style="list-style-type: none"> ◦ Pupils understand attack and defence tactics when playing racket sports ◦ Pupils understand and can deliver a basic sport specific warm up and 	<p>-develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>-compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Rapid Fire Cricket</p> <p>Cognitive Skills</p> <ul style="list-style-type: none"> ◦ Pupils consolidate and develop the range and consistency of their skills in striking and fielding games ◦ Pupils recognise how specific activities affect their bodies and can explain the benefits ◦ Pupils explore sport specific activators <p>Physical Development</p> <ul style="list-style-type: none"> ◦ Pupils show an intensity and engagement from the start of each session ◦ Pupils can bowl overarm at a large
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<ul style="list-style-type: none"> ◦ Pupils understand simple patterns of play ◦ Pupils can choose and adapt their techniques to keep possession <p><u>Physical Development</u></p> <ul style="list-style-type: none"> ◦ Pupils can pass, receive and shoot the ball with increasing control ◦ Pupils can defend one on one and know when and how to win the ball ◦ Pupils score more regularly ◦ Pupils develop positional awareness and understand specific roles on the field of play <p><u>Physical Fitness</u></p> <ul style="list-style-type: none"> ◦ Pupils can plan ideas and tactics similar across invasion games ◦ Pupils know what they need to improve their game and what they need to practice ◦ Pupils able to reflect on and develop skills to improve <p><u>Personal Qualities</u></p> <ul style="list-style-type: none"> ◦ Pupils understand 	<p>keep possession</p> <p><u>Physical Development</u></p> <ul style="list-style-type: none"> ◦ Pupils can pass, receive and shoot the ball with increasing control ◦ Pupils can defend one on one and know when and how to win the ball ◦ Pupils score more regularly ◦ Pupils develop positional awareness and understand specific roles on the field of play <p><u>Physical Fitness</u></p> <ul style="list-style-type: none"> ◦ Pupils can plan ideas and tactics similar across invasion games ◦ Pupils know what they need to improve their game and what they need to practice ◦ Pupils able to reflect on and develop skills to improve <p><u>Personal Qualities</u></p> <ul style="list-style-type: none"> ◦ Pupils understand patterns of play- if ball is in a certain position where should players be ◦ Pupils can evaluate how successful their tactics have 	<p>terms 'Mirror' and 'Cannon'</p> <ul style="list-style-type: none"> ◦ Pupils can start to recognise a beat within music (Clapping/Stomping) <p><u>Physical Fitness</u></p> <ul style="list-style-type: none"> ◦ Pupils can understand a basic sequence of movements with and without music ◦ Pupils can maintain the stamina throughout the entirety of a routine ◦ Pupils start to have a basic understanding of timing between movement of body to the music <p><u>Personal Qualities</u></p> <ul style="list-style-type: none"> ◦ Pupils can work with a partner whilst remaining connected or 'mirroring'. ◦ Pupils are able to link their knowledge of what they have learnt, into their finale dance ◦ Pupils are able to confidently perform their final dance without help from teacher/coach <p><u>National Curriculum Criteria</u> - perform dances</p>	<p><u>Physical Development</u></p> <ul style="list-style-type: none"> ◦ Pupils can pass, receive and shoot the ball with increasing control ◦ Pupils can defend one on one and know when and how to win the ball ◦ Pupils score more regularly ◦ Pupils develop positional awareness and understand specific roles on the field of play <p><u>Physical Fitness</u></p> <ul style="list-style-type: none"> ◦ Pupils can plan ideas and tactics similar across invasion games ◦ Pupils know what they need to improve their game and what they need to practice ◦ Pupils able to reflect on and develop skills to improve <p><u>Personal Qualities</u></p> <ul style="list-style-type: none"> ◦ Pupils understand patterns of play- if ball is in a certain position where should players be ◦ Pupils can evaluate how successful their tactics have been, use appropriate language to describe performance and identify 	<p>cool down</p> <p><u>Physical Development</u></p> <ul style="list-style-type: none"> ◦ Pupils can hit the ball on both sides of the body and above head ◦ Pupils can serve using a large landing area ◦ Pupils can strike the ball at the centre of the racket ◦ Pupils can manipulate the ball, one bounce 2 bounces, ball keep ups etc <p><u>Physical Fitness</u></p> <ul style="list-style-type: none"> ◦ Pupils demonstrate good footwork to cover a court space in a game situation ◦ Pupils can develop SAQ activities to develop their weaker skills ◦ Pupils design and run activities <p><u>Personal Qualities</u></p> <ul style="list-style-type: none"> ◦ Pupils talk about how to change the court to make it easier/harder ◦ Pupils can explain what they do and what they find hard ◦ Pupils can play 1v1 and 2v2 ◦ Pupils know what they need to practice and can explain the reasons 	<p>target with once bounce</p> <ul style="list-style-type: none"> ◦ Pupils can use both Pom and Aussie catch ◦ Pupils have consistent throwing <p><u>Physical Fitness</u></p> <ul style="list-style-type: none"> ◦ Pupils move confidently throughout activities and maintain concentration ◦ Pupils are able to hit a ball accurately using a bat/racket with targets added ◦ Pupils explore SAQ movements <p><u>Personal Qualities</u></p> <ul style="list-style-type: none"> ◦ Pupils can perform fielding techniques with increased control and co-ordination ◦ Pupils begin to lead others in a simple team game ◦ Pupils can use tactics effectively in a competitive situation <p><u>National Curriculum Criteria</u> - use running, jumping, throwing and</p>
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	<p>patterns of play- if ball is in a certain position where should players be</p> <ul style="list-style-type: none"> ◦ Pupils can evaluate how successful their tactics have been, use appropriate language to describe performance and identify what they do that makes things difficult for their opponents <p>National Curriculum Criteria - use running, jumping, throwing and catching in isolation and in combination</p> <p>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p>	<p>been, use appropriate language to describe performance and identify what they do that makes things difficult for their opponents</p> <p>National Curriculum Criteria - use running, jumping, throwing and catching in isolation and in combination</p> <p>play competitive games, modified where appropriate for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p>	<p>using a range of movement patterns</p>	<p>what they do that makes things difficult for their opponents</p> <p>National Curriculum Criteria - use running, jumping, throwing and catching in isolation and in combination</p> <p>play competitive games, modified where appropriate for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p>	<p>National Curriculum Criteria - play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p>	<p>catching in isolation and in combination.</p> <p>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</p>
Year 5	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	<u>Tag Rugby</u>	<u>Lacrosse</u>	<u>Gymnastics</u>	<u>Hockey</u>	<u>Athletics</u>	<u>Golf Way</u>
	<p><u>Cognitive Skills</u></p> <ul style="list-style-type: none"> ◦ Pupils can lead and organise a team with basic tactics ◦ Pupils understand 	<p><u>Cognitive Skills</u></p> <ul style="list-style-type: none"> ◦ Pupils can lead and organise a team with basic tactics ◦ Pupils understand 	<p><u>Cognitive Skills</u></p> <ul style="list-style-type: none"> ◦ Pupils can identify muscle groups and exceeding pupils can lead warm up/ cool down 	<p><u>Cognitive Skills</u></p> <ul style="list-style-type: none"> ◦ Pupils can lead and organise a team with basic tactics 	<p><u>Cognitive Skills</u></p> <ul style="list-style-type: none"> ◦ Pupils work in small groups and create ways to develop their techniques across all Athletic 	<p><u>Cognitive Skills</u></p> <ul style="list-style-type: none"> ◦ Pupils understand simple patterns of play ◦ Pupils work in small

<p>simple patterns of play in full sided games</p> <ul style="list-style-type: none"> ◦ Pupils can change the pitch size to make games better for their game <p><u>Physical Development</u></p> <ul style="list-style-type: none"> ◦ Pupils can demonstrate ways to keep ball away from defenders ◦ Pupils know how to shield the ball ◦ Pupils can shoot accurately in a variety of ways ◦ Pupils mark an opponent <p><u>Physical Fitness</u></p> <ul style="list-style-type: none"> ◦ Pupils can change speed, direction with a ball to get away from defender/s ◦ Pupils know what they need to improve their game and what they need to practice ◦ Pupils able to reflect on and develop skills to improve <p><u>Personal Qualities</u></p> <ul style="list-style-type: none"> ◦ Pupils identify parts of the game that are going well and parts that need improving ◦ Pupils can watch and evaluate the success of 	<p>simple patterns of play in full sided games</p> <ul style="list-style-type: none"> ◦ Pupils can change the pitch size to make games better for their game <p><u>Physical Development</u></p> <ul style="list-style-type: none"> ◦ Pupils can demonstrate ways to keep ball away from defenders ◦ Pupils know how to shield the ball ◦ Pupils can shoot accurately in a variety of ways ◦ Pupils mark an opponent <p><u>Physical Fitness</u></p> <ul style="list-style-type: none"> ◦ Pupils can change speed, direction with a ball to get away from defender/s ◦ Pupils know what they need to improve their game and what they need to practice ◦ Pupils able to reflect on and develop skills to improve <p><u>Personal Qualities</u></p> <ul style="list-style-type: none"> ◦ Pupils identify parts of the game that are going well and parts that need improving ◦ Pupils can watch and evaluate the success of the games they play in 	<ul style="list-style-type: none"> ◦ Pupils can adapt their sequences to include apparatus and to suit partner or small groups ◦ Pupils can critic other pupils/group work <p><u>Physical Development</u></p> <ul style="list-style-type: none"> ◦ Pupils identify and practise symmetrical and asymmetrical body shapes. ◦ Pupils use and refine the following skills: flexibility, strength, balance, power and mental focus ◦ Pupils develop skills for movement, including rolling, bridging and dynamic movement <p><u>Physical Fitness</u></p> <ul style="list-style-type: none"> ◦ Pupils aware of extension, body tension and control. ◦ Pupils can incorporate counterbalances into sequences in groups of 4 or more. ◦ Pupils can take weight on hands <p><u>Personal Qualities</u></p> <ul style="list-style-type: none"> ◦ Pupils identify ways to use equipment to 	<ul style="list-style-type: none"> ◦ Pupils understand simple patterns of play in full sided games ◦ Pupils can change the pitch size to make games better for their game <p><u>Physical Development</u></p> <ul style="list-style-type: none"> ◦ Pupils can demonstrate ways to keep ball away from defenders ◦ Pupils know how to shield the ball ◦ Pupils can shoot accurately in a variety of ways ◦ Pupils mark an opponent <p><u>Physical Fitness</u></p> <ul style="list-style-type: none"> ◦ Pupils can change speed, direction with a ball to get away from defender/s ◦ Pupils know what they need to improve their game and what they need to practice ◦ Pupils able to reflect on and develop skills to improve <p><u>Personal Qualities</u></p> <ul style="list-style-type: none"> ◦ Pupils identify parts of the game that are going well and parts that need improving ◦ Pupils can watch and 	<p>disciplines</p> <ul style="list-style-type: none"> ◦ Pupils apply tactics for races ◦ Pupils can discuss and understand teamwork when competing <p><u>Physical Development</u></p> <ul style="list-style-type: none"> ◦ Pupils can apply tactics and technique for both sprinting/long distance races ◦ Pupils explore triple jump, high jump and long jump ◦ Pupils can throw a javelin, shotput and discus ◦ Pupils understand start and finish position <p><u>Physical Fitness</u></p> <ul style="list-style-type: none"> ◦ Pupils develop distance and height when jumping and can understand why these are improving ◦ Pupils want to challenge themselves with greater speeds, distances and times ◦ Pupils can sustain a pace over 600m <p><u>Personal Qualities</u></p> <ul style="list-style-type: none"> ◦ Pupils 	<p>groups and create ways to develop their techniques</p> <p><u>Physical Development</u></p> <ul style="list-style-type: none"> ◦ Pupils consolidate and improve the quality of their actions, body shapes and balances, and their ability to link movements ◦ Pupils can strike the ball accurately in a variety of ways <p><u>Physical Fitness</u></p> <ul style="list-style-type: none"> ◦ Pupils improve the way they coordinate and control their bodies in various activities. ◦ Pupils are able to strike a ball with increasing accuracy using a club with targets added ◦ Pupils able to reflect on and develop skills to improve <p><u>National Curriculum Criteria</u></p> <ul style="list-style-type: none"> -develop flexibility, strength, technique,
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<p>the games they play in</p> <ul style="list-style-type: none"> ◦ Pupils explain how confident they feel in different positions <p>National Curriculum Criteria - use running, jumping, throwing and catching in isolation and in combination</p> <p>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p><u>Football</u></p> <p><u>Cognitive Skills</u></p> <ul style="list-style-type: none"> ◦ Pupils can lead and organise a team with basic tactics ◦ Pupils understand simple patterns of play in full sided games ◦ Pupils can change the pitch size to make games better for their game <p><u>Physical Development</u></p> <ul style="list-style-type: none"> ◦ Pupils can demonstrate 	<ul style="list-style-type: none"> ◦ Pupils explain how confident they feel in different positions <p>National Curriculum Criteria - use running, jumping, throwing and catching in isolation and in combination</p> <p>play competitive games, modified where appropriate for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p><u>Basketball</u></p> <p><u>Cognitive Skills</u></p> <ul style="list-style-type: none"> ◦ Pupils can lead and organise a team with basic tactics ◦ Pupils understand simple patterns of play in full sided games ◦ Pupils can change the pitch size to make games better for their game <p><u>Physical Development</u></p> <ul style="list-style-type: none"> ◦ Pupils can demonstrate ways to keep ball away from 	<p>enhance their sequences, rolls, shapes and jumps</p> <ul style="list-style-type: none"> ◦ Pupils can practice and reform sequences ◦ Pupils understand and select more relevant actions showing continuity when linking movement <p>National Curriculum Criteria - develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p><u>Dance</u></p> <p><u>Cognitive Skills</u></p> <ul style="list-style-type: none"> ◦ Pupils can confidently lead a group activity after learning a new choreographic device ◦ Pupils can safely move around an area that they are working in <p><u>Physical Development</u></p> <ul style="list-style-type: none"> ◦ Pupils can discover how singular/Multiple body parts move to music in different directions 	<p>evaluate the success of the games they play in</p> <ul style="list-style-type: none"> ◦ Pupils explain how confident they feel in different positions <p>National Curriculum Criteria - use running, jumping, throwing and catching in isolation and in combination</p> <p>play competitive games, modified where appropriate for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p><u>Handball</u></p> <p><u>Cognitive Skills</u></p> <ul style="list-style-type: none"> ◦ Pupils can lead and organise a team with basic tactics ◦ Pupils understand simple patterns of play in full sided games ◦ Pupils can change the pitch size to make games better for their game <p><u>Physical Development</u></p> <ul style="list-style-type: none"> ◦ Pupils can demonstrate 	<p>motivate/encourage others and can lead a small team</p> <ul style="list-style-type: none"> ◦ Pupils can explain how their work is similar and different from that of others ◦ Pupils can organise and run their own station/event <p>National Curriculum Criteria - use running, jumping, throwing and catching in isolation and in combination</p> <p>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p><u>Tennis</u></p> <p><u>Cognitive Skills</u></p> <ul style="list-style-type: none"> ◦ Pupils can select and apply preferred skills with increasing consistency ◦ Pupils understand 	<p>control and balance [for example, through athletics and gymnastics]</p> <p>-compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p><u>Rapid Fire Cricket</u></p> <p><u>Cognitive Skills</u></p> <ul style="list-style-type: none"> ◦ Pupils consolidate and develop the range and consistency of their skills in striking and fielding games ◦ Pupils recognise how specific activities affect their bodies and can explain the benefits ◦ Pupils explore sport specific activators <p><u>Physical Development</u></p> <ul style="list-style-type: none"> ◦ Pupils show an intensity and engagement from the start of each session ◦ Pupils can bowl overarm at a large target with once bounce ◦ Pupils can use both
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<p>ways to keep ball away from defenders</p> <ul style="list-style-type: none"> ◦ Pupils know how to shield the ball ◦ Pupils can shoot accurately in a variety of ways ◦ Pupils mark an opponent <p><u>Physical Fitness</u></p> <ul style="list-style-type: none"> ◦ Pupils can change speed, direction with a ball to get away from defender/s ◦ Pupils know what they need to improve their game and what they need to practice ◦ Pupils able to reflect on and develop skills to improve <p><u>Personal Qualities</u></p> <ul style="list-style-type: none"> ◦ Pupils identify parts of the game that are going well and parts that need improving ◦ Pupils can watch and evaluate the success of the games they play in <ul style="list-style-type: none"> ◦ Pupils explain how confident they feel in different positions <p><u>National Curriculum Criteria</u> - use running, jumping, throwing and</p>	<p>defenders</p> <ul style="list-style-type: none"> ◦ Pupils know how to shield the ball ◦ Pupils can shoot accurately in a variety of ways ◦ Pupils mark an opponent <p><u>Physical Fitness</u></p> <ul style="list-style-type: none"> ◦ Pupils can change speed, direction with a ball to get away from defender/s ◦ Pupils know what they need to improve their game and what they need to practice ◦ Pupils able to reflect on and develop skills to improve <p><u>Personal Qualities</u></p> <ul style="list-style-type: none"> ◦ Pupils identify parts of the game that are going well and parts that need improving ◦ Pupils can watch and evaluate the success of the games they play in ◦ Pupils explain how confident they feel in different positions <p><u>National Curriculum Criteria</u> - use running, jumping, throwing and catching in isolation and in combination</p>	<ul style="list-style-type: none"> ◦ Pupils understand the terms 'Mirror' and 'Cannon' and apply them to different scenarios ◦ Pupils can recognise a beat within music with different tempos (Clapping/Stomping) <p><u>Physical Fitness</u></p> <ul style="list-style-type: none"> ◦ Pupils can discover how singular/Multiple body parts move to music in different directions ◦ Pupils understand the terms 'Mirror' and 'Cannon' and apply them to different scenarios ◦ Pupils can recognise a beat within music with different tempos (Clapping/Stomping) <p><u>Personal Qualities</u></p> <ul style="list-style-type: none"> ◦ Pupils can critic/help other pupils during their movements to help development ◦ Pupils can confidently perform their final dance without the help of the coach/teacher ◦ Pupils can help teach their classmates the final dance with correct timing 	<p>ways to keep ball away from defenders</p> <ul style="list-style-type: none"> ◦ Pupils know how to shield the ball ◦ Pupils can shoot accurately in a variety of ways ◦ Pupils mark an opponent <p><u>Physical Fitness</u></p> <ul style="list-style-type: none"> ◦ Pupils can change speed, direction with a ball to get away from defender/s ◦ Pupils know what they need to improve their game and what they need to practice ◦ Pupils able to reflect on and develop skills to improve <p><u>Personal Qualities</u></p> <ul style="list-style-type: none"> ◦ Pupils identify parts of the game that are going well and parts that need improving ◦ Pupils can watch and evaluate the success of the games they play in ◦ Pupils explain how confident they feel in different positions <p><u>National Curriculum Criteria</u> - use running, jumping, throwing and</p>	<p>practices to help with precision and consistency and speed about the court</p> <p><u>Physical Development</u></p> <ul style="list-style-type: none"> ◦ Pupils can hit the ball on both sides of the body and above head ◦ Pupils can serve ◦ Pupils can explain the range of shots and when they are best played ◦ Pupils can manipulate the ball, one bounce 2 bounces, ball keep ups etc <p><u>Physical Fitness</u></p> <ul style="list-style-type: none"> ◦ Pupils demonstrate good footwork to cover a court space in a game situation ◦ Pupils can develop SAQ activities to develop their weaker skills ◦ Pupils design and run activities <p><u>Personal Qualities</u></p> <ul style="list-style-type: none"> ◦ Pupils can pay cooperatively with a partner ◦ Pupils can explain why they or others are playing well in the games ◦ Pupils can play 2v1 ◦ Pupils know what they need to practice and can explain the reasons 	<p>Pom and Aussie catch</p> <ul style="list-style-type: none"> ◦ Pupils have consistent throwing <p><u>Physical Fitness</u></p> <ul style="list-style-type: none"> ◦ Pupils move confidently throughout activities and maintain concentration ◦ Pupils are able to hit a ball accurately using a bat/racket with targets added ◦ Pupils explore SAQ movements <p><u>Personal Qualities</u></p> <ul style="list-style-type: none"> ◦ Pupils can perform fielding techniques with increased control and co-ordination ◦ Pupils begin to lead others in a simple team game ◦ Pupils can use tactics effectively in a competitive situation <p><u>National Curriculum Criteria</u> - use running, jumping, throwing and catching in isolation and in combination.</p>
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	<p>catching in isolation and in combination</p> <p>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p>	<p>play competitive games, modified where appropriate for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p>	<p>to music</p> <p>National Curriculum Criteria - perform dances using a range of movement patterns</p>	<p>catching in isolation and in combination</p> <p>play competitive games, modified where appropriate for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p>	<p>National Curriculum Criteria - play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p>	<p>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</p>
Year 6	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	<u>Tag Rugby</u>	<u>Lacrosse</u>	<u>Gymnastics</u>	<u>Hockey</u>	<u>Tennis</u>	<u>Golf Way</u>
	<p><u>Cognitive Skills</u></p> <ul style="list-style-type: none"> ◦ Pupils can choose the current formations and tactics for attack and defence ◦ Pupils understand different ways of attacking and encourage them to use positions for their team carefully ◦ Pupils understand the strengths required to fulfil certain playing positions <p><u>Physical Development</u></p> <ul style="list-style-type: none"> ◦ Pupils understand different ways of attacking and encourage 	<p><u>Cognitive Skills</u></p> <ul style="list-style-type: none"> ◦ Pupils can choose the current formations and tactics for attack and defence ◦ Pupils understand different ways of attacking and encourage them to use positions for their team carefully ◦ Pupils understand the strengths required to fulfil certain playing positions <p><u>Physical Development</u></p> <ul style="list-style-type: none"> ◦ Pupils understand different ways of attacking and encourage them to use 	<p><u>Cognitive Skills</u></p> <ul style="list-style-type: none"> ◦ Pupils can identify muscle groups and exceeding pupils can lead warm up/ cool down ◦ Pupils can adapt their sequences to include apparatus and to suit partner or small groups ◦ Pupils can move all apparatus safely and develop routines <p><u>Physical Development</u></p> <ul style="list-style-type: none"> ◦ Pupils identify and practise symmetrical and asymmetrical body shapes in pairs 	<p><u>Cognitive Skills</u></p> <ul style="list-style-type: none"> ◦ Pupils can choose the current formations and tactics for attack and defence ◦ Pupils understand different ways of attacking and encourage them to use positions for their team carefully ◦ Pupils understand the strengths required to fulfil certain playing positions <p><u>Physical Development</u></p> <ul style="list-style-type: none"> ◦ Pupils understand different ways of attacking and encourage them to use positions for their team 	<p><u>Cognitive Skills</u></p> <ul style="list-style-type: none"> ◦ Pupils can control a racket whilst asked to perform tasks ◦ Pupils demonstrate control and discipline in their racket speed ◦ Pupils can move anticipate their opponent ◦ Pupils demonstrate good footwork to cover a court space in a game situation <p><u>Physical Development</u></p> <ul style="list-style-type: none"> ◦ Pupils can serve effectively ◦ Pupils understand the full range of shots and the most 	<p><u>Cognitive Skills</u></p> <ul style="list-style-type: none"> ◦ Pupils understand simple patterns of play ◦ Pupils work in small groups and create ways to develop their techniques <p><u>Physical Development</u></p> <ul style="list-style-type: none"> ◦ Pupils consolidate and improve the quality of their actions, body shapes and balances, and their ability to link movements ◦ Pupils can strike the ball accurately in a variety of ways

<p>them to use positions for their team carefully</p> <ul style="list-style-type: none"> ◦ Pupils can play sports with full squad sizes 11v11, 7v7 etc ◦ Pupils can move into space to help support a team ◦ Pupils can defend an opponent <p><u>Physical Fitness</u></p> <ul style="list-style-type: none"> ◦ Pupils can demonstrate flexibility at saving a moving ball ◦ Pupils understand what makes a good warm up and can lead ◦ Pupils know how to check playing area for health and safety <p><u>Personal Qualities</u></p> <ul style="list-style-type: none"> ◦ Pupils Understand there are different skills for different situations and can apply them across sports ◦ Pupils can explain why they or others are playing well in a variety of areas in attack and defend ◦ Pupils can organise and officiate a tournament <p><u>National Curriculum Criteria</u> - use running,</p>	<p>positions for their team carefully</p> <ul style="list-style-type: none"> ◦ Pupils can play sports with full squad sizes 11v11, 7v7 etc ◦ Pupils can move into space to help support a team ◦ Pupils can defend an opponent <p><u>Physical Fitness</u></p> <ul style="list-style-type: none"> ◦ Pupils can demonstrate flexibility at saving a moving ball ◦ Pupils understand what makes a good warm up and can lead ◦ Pupils know how to check playing area for health and safety <p><u>Personal Qualities</u></p> <ul style="list-style-type: none"> ◦ Pupils Understand there are different skills for different situations and can apply them across sports ◦ Pupils can explain why they or others are playing well in a variety of areas in attack and defend ◦ Pupils can organise and officiate a tournament <p><u>National Curriculum Criteria</u> - use running, jumping,</p>	<ul style="list-style-type: none"> ◦ Pupils can use the full range of apparatus effectively ◦ Pupils can include 5-8 movements in a sequence with considered transitions <p><u>Physical Fitness</u></p> <ul style="list-style-type: none"> ◦ Pupils understand core stability and strength ◦ Pupils can incorporate counterbalances into sequences in groups of 4 or more. ◦ Pupils can take weight on hands ◦ Pupils are confident when rolling <p><u>Personal Qualities</u></p> <ul style="list-style-type: none"> ◦ Pupils identify ways to use equipment to enhance their sequences, rolls, shapes and jumps ◦ Pupils plan, practice, improve and refine performance ◦ Pupils understand and select more relevant actions showing continuity when linking movement <p><u>National Curriculum Criteria</u> - develop flexibility,</p>	<p>carefully</p> <ul style="list-style-type: none"> ◦ Pupils can play sports with full squad sizes 11v11, 7v7 etc ◦ Pupils can move into space to help support a team ◦ Pupils can defend an opponent <p><u>Physical Fitness</u></p> <ul style="list-style-type: none"> ◦ Pupils can demonstrate flexibility at saving a moving ball ◦ Pupils understand what makes a good warm up and can lead ◦ Pupils know how to check playing area for health and safety <p><u>Personal Qualities</u></p> <ul style="list-style-type: none"> ◦ Pupils Understand there are different skills for different situations and can apply them across sports ◦ Pupils can explain why they or others are playing well in a variety of areas in attack and defend ◦ Pupils can organise and officiate a tournament <p><u>National Curriculum Criteria</u> - use running, jumping, throwing and</p>	<p>suitable time to use in a game</p> <ul style="list-style-type: none"> ◦ Pupils can serve overarm ◦ Pupils can move effectively around the court at speed <p><u>Physical Fitness</u></p> <ul style="list-style-type: none"> ◦ Pupils can adapt to court size ◦ Pupils know where to stand when attacking and defending ◦ Pupils show an intensity of performance to match playing partner <p><u>Personal Qualities</u></p> <ul style="list-style-type: none"> ◦ Pupils can play doubles and communicate effectively ◦ Pupils can devise a scoring system ◦ Pupils understand how to change court to facilitate development ◦ Pupils can play doubles <p><u>National Curriculum Criteria</u> - play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p>	<p><u>Physical Fitness</u></p> <ul style="list-style-type: none"> ◦ Pupils improve the way they coordinate and control their bodies in various activities. ◦ Pupils are able to strike a ball with increasing accuracy using a club with targets added ◦ Pupils able to reflect on and develop skills to improve <p><u>National Curriculum Criteria</u></p> <ul style="list-style-type: none"> -develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] -compare their performances with previous ones and demonstrate improvement to achieve their personal best.
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<p>jumping, throwing and catching in isolation and in combination</p> <p>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p><u>Football</u></p> <p><u>Cognitive Skills</u></p> <ul style="list-style-type: none"> ◦ Pupils can choose the current formations and tactics for attack and defence ◦ Pupils understand different ways of attacking and encourage them to use positions for their team carefully ◦ Pupils understand the strengths required to fulfil certain playing positions <p><u>Physical Development</u></p> <ul style="list-style-type: none"> ◦ Pupils understand different ways of attacking and encourage them to use positions for their team carefully ◦ Pupils can play sports 	<p>throwing and catching in isolation and in combination</p> <p>play competitive games, modified where appropriate for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p><u>Basketball</u></p> <p><u>Cognitive Skills</u></p> <ul style="list-style-type: none"> ◦ Pupils can choose the current formations and tactics for attack and defence ◦ Pupils understand different ways of attacking and encourage them to use positions for their team carefully ◦ Pupils understand the strengths required to fulfil certain playing positions <p><u>Physical Development</u></p> <ul style="list-style-type: none"> ◦ Pupils understand different ways of attacking and encourage them to use positions for their team carefully 	<p>strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p><u>Dance</u></p> <p><u>Cognitive Skills</u></p> <ul style="list-style-type: none"> ◦ Pupils can confidently lead a group activity after learning a new choreographic device ◦ Pupils can safely move around an area that they are working in <p><u>Physical Development</u></p> <ul style="list-style-type: none"> ◦ Pupils can discover how singular/Multiple body parts move to music in different directions ◦ Pupils understand the terms 'Mirror' and 'Cannon' and apply them to different scenarios ◦ Pupils can recognise a beat within music with different tempos <p><u>Physical Fitness</u></p> <ul style="list-style-type: none"> ◦ Pupils can discover how singular/Multiple body parts move to music in different directions 	<p>catching in isolation and in combination</p> <p>play competitive games, modified where appropriate for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p><u>Handball</u></p> <p><u>Cognitive Skills</u></p> <ul style="list-style-type: none"> ◦ Pupils can choose the current formations and tactics for attack and defence ◦ Pupils understand different ways of attacking and encourage them to use positions for their team carefully ◦ Pupils understand the strengths required to fulfil certain playing positions <p><u>Physical Development</u></p> <ul style="list-style-type: none"> ◦ Pupils understand different ways of attacking and encourage them to use positions for their team carefully 	<p><u>Athletics</u></p> <p><u>Cognitive Skills</u></p> <ul style="list-style-type: none"> ◦ Pupils can say why some athletic activities can improve strength, power or stamina and explain how these can help their performance in other types of activity ◦ Pupils can create their own success criteria for evaluating ◦ Pupils understand the process of warming up and cooling down <p><u>Physical Development</u></p> <ul style="list-style-type: none"> ◦ Pupils can apply tactics and technique for both sprinting/long distance races ◦ Pupils develop and execute triple jump, high jump and long jump increasing height and distance ◦ Pupils can throw with greater control, accuracy and efficiency <p><u>Physical Fitness</u></p>	<p><u>Rapid Fire Cricket</u></p> <p><u>Cognitive Skills</u></p> <ul style="list-style-type: none"> ◦ Pupils consolidate and develop the range and consistency of their skills in striking and fielding games ◦ Pupils recognise how specific activities affect their bodies and can explain the benefits ◦ Pupils explore sport specific activators <p><u>Physical Development</u></p> <ul style="list-style-type: none"> ◦ Pupils show an intensity and engagement from the start of each session ◦ Pupils can bowl overarm at a large target with once bounce ◦ Pupils can use both Pom and Aussie catch ◦ Pupils have consistent throwing <p><u>Physical Fitness</u></p> <ul style="list-style-type: none"> ◦ Pupils move confidently throughout activities and maintain concentration ◦ Pupils are able to hit a ball accurately using a
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<p>with full squad sizes 11v11, 7v7 etc</p> <ul style="list-style-type: none"> ◦ Pupils can move into space to help support a team ◦ Pupils can defend an opponent <p>Physical Fitness</p> <ul style="list-style-type: none"> ◦ Pupils can demonstrate flexibility at saving a moving ball ◦ Pupils understand what makes a good warm up and can lead ◦ Pupils know how to check playing area for health and safety <p>Personal Qualities</p> <ul style="list-style-type: none"> ◦ Pupils Understand there are different skills for different situations and can apply them across sports ◦ Pupils can explain why they or others are playing well in a variety of areas in attack and defend ◦ Pupils can organise and officiate a tournament <p>National Curriculum Criteria - use running, jumping, throwing and</p>	<ul style="list-style-type: none"> ◦ Pupils can play sports with full squad sizes 11v11, 7v7 etc ◦ Pupils can move into space to help support a team ◦ Pupils can defend an opponent <p>Physical Fitness</p> <ul style="list-style-type: none"> ◦ Pupils can demonstrate flexibility at saving a moving ball ◦ Pupils understand what makes a good warm up and can lead ◦ Pupils know how to check playing area for health and safety <p>Personal Qualities</p> <ul style="list-style-type: none"> ◦ Pupils Understand there are different skills for different situations and can apply them across sports ◦ Pupils can explain why they or others are playing well in a variety of areas in attack and defend ◦ Pupils can organise and officiate a tournament <p>National Curriculum Criteria - use running, jumping,</p>	<ul style="list-style-type: none"> ◦ Pupils understand the terms 'Mirror' and 'Cannon' and apply them to different scenarios ◦ Pupils can recognise a beat within music with different tempos <p>Personal Qualities</p> <ul style="list-style-type: none"> ◦ Pupils can critic/help other pupils during their movements to help development ◦ Pupils can confidently perform their final dance without the help of the coach/teacher ◦ Pupils can help teach their classmates the final dance with correct timing to <p>National Curriculum Criteria - perform dances using a range of movement patterns</p>	<ul style="list-style-type: none"> ◦ Pupils can play sports with full squad sizes 11v11, 7v7 etc ◦ Pupils can move into space to help support a team ◦ Pupils can defend an opponent <p>Physical Fitness</p> <ul style="list-style-type: none"> ◦ Pupils can demonstrate flexibility at saving a moving ball ◦ Pupils understand what makes a good warm up and can lead ◦ Pupils know how to check playing area for health and safety <p>Personal Qualities</p> <ul style="list-style-type: none"> ◦ Pupils Understand there are different skills for different situations and can apply them across sports ◦ Pupils can explain why they or others are playing well in a variety of areas in attack and defend ◦ Pupils can organise and officiate a tournament <p>National Curriculum Criteria - use running,</p>	<ul style="list-style-type: none"> ◦ Pupils develop distance and height when jumping and can understand why these are improving ◦ Pupils want to challenge themselves with greater speeds, distances and times ◦ Pupils can sustain a pace over 800m <p>Personal Qualities</p> <ul style="list-style-type: none"> ◦ Pupils can make a team plan and communicate it to their group ◦ Pupils can apply all skills, techniques and ideas consistently ◦ Pupils can organise and run their own station/event <p>National Curriculum Criteria - use running, jumping, throwing and catching in isolation and in combination</p> <p>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>compare their performances with</p>	<p>bat/racket with targets added</p> <ul style="list-style-type: none"> ◦ Pupils explore SAQ movements <p>Personal Qualities</p> <ul style="list-style-type: none"> ◦ Pupils can perform fielding techniques with increased control and co-ordination ◦ Pupils begin to lead others in a simple team game ◦ Pupils can use tactics effectively in a competitive situation <p>National Curriculum Criteria - use running, jumping, throwing and catching in isolation and in combination.</p> <p>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</p>
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	<p>catching in isolation and in combination</p> <p>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p>	<p>throwing and catching in isolation and in combination</p> <p>play competitive games, modified where appropriate for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p>		<p>jumping, throwing and catching in isolation and in combination</p> <p>play competitive games, modified where appropriate for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p>	<p>previous ones and demonstrate improvement to achieve their personal best.</p>	
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