

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

Year R	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p style="text-align: center;">Rapid Fire Cricket</p> <p>Cognitive Skills</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>Physical Development</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 ◦ Pupils can catch using W <p>Physical fitness</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>Personal Qualities</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 style="text-align: center;">Football</p> <p>Cognitive Skills</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>Physical Development</p> <ul style="list-style-type: none"> ◦ Pupils able to move confidently negotiating the space around them effectively ◦ Pupils can hop on both feet ◦ Pupils can throw underarm ◦ Pupils can explore balances <p>Physical Fitness</p> <ul style="list-style-type: none"> ◦ Pupils start showing an ability to use their dominant hand 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 spaces <p>Personal Qualities</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 style="text-align: center;">Dance</p> <p>Cognitive Skills</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>Physical Development</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>Physical Fitness</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>Personal Qualities</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 style="text-align: center;">Tennis</p> <p>Cognitive Skills</p> <ul style="list-style-type: none"> ◦ Pupils demonstrate good control and co-ordination in large and small movements ◦ Pupils can follow basic instructions ◦ Pupils can concentrate on simple instructions <p>Physical Development</p> <ul style="list-style-type: none"> ◦ Pupils demonstrate increasing control over objects ◦ Pupils can hold a racket correctly ◦ Pupils can throw and catch a shuttle and tennis ball ◦ Pupils understand the movement of a <p>Physical Fitness</p> <ul style="list-style-type: none"> ◦ Pupils move confidently ◦ Pupils can travel along court lines in control ◦ Pupils can maintain intensity throughout lesson <p>Personal Qualities</p> <ul style="list-style-type: none"> ◦ Pupils use safety measures without direct supervision ◦ Pupils can take turns and share equipment ◦ Pupils can challenge themselves 	<p style="text-align: center;">Paralympics (boccia, seated volleyball, goal ball)</p> <p>Cognitive Skills</p> <ul style="list-style-type: none"> ◦ Pupils demonstrate good control and co-ordination in large and small movements ◦ Pupils can focus on small tasks ◦ Pupils able to watch other pupils perform <p>Physical Development</p> <ul style="list-style-type: none"> ◦ To travel in different directions (side to side, up and down) with control and fluency ◦ Pupils can throw underarm ◦ Pupils can roll a ball at a target <p>Physical Fitness</p> <ul style="list-style-type: none"> ◦ Copy commands and movements ◦ Pupils can maintain intensity throughout lesson ◦ Pupils move confidently throughout activities <p>Personal Qualities</p> <ul style="list-style-type: none"> ◦ Pupils follow instructions ◦ Pupils can take turns and share equipment ◦ Pupils know that equipment needs to be used safely 	<p style="text-align: center;">Athletics</p> <p>Cognitive Skills</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>Physical Development</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>Physical Fitness</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>Personal Qualities</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 align="center">Multi-Skills</p> <p>Cognitive Skills</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>Physical Development</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>Physical Fitness</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>Personal Qualities</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 align="center">Multi-Skills</p> <p>Cognitive Skills</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>Physical Development</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>Physical Fitness</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>Personal Qualities</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 align="center">Gymnastics</p> <p>Cognitive Skills</p> <ul style="list-style-type: none"> ◦ Pupils move with imagination, confidence and safely ◦ Pupils able to carry out simple instructions ◦ Pupils able to watch other pupils perform ◦ Pupils can describe what they have <p>Physical Development</p> <ul style="list-style-type: none"> ◦ Exploring gymnastic shapes and actions ◦ Develop balancing on 1-4 body parts ◦ Pupils explore ways to travel and how this makes them feel ◦ Explore movement patterns using different speeds <p>Physical Fitness</p> <ul style="list-style-type: none"> ◦ Pupils understand the changes in our bodies when we exercise ◦ Pupils can hold basic balances ◦ Copy commands and movements ◦ Pupils demonstrate co-ordination when travelling <p>Personal Qualities</p> <ul style="list-style-type: none"> ◦ Pupils to work in pairs or sharing basic equipment ◦ Pupils demonstrate an understanding for linking skills from weeks prior ◦ Discussing what worked well and how the pupil can improve 	<p align="center">Basketball</p> <p>Cognitive Skills</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>Physical Development</p> <ul style="list-style-type: none"> ◦ Pupils able to move confidently negotiating the space around them effectively ◦ Pupils can hop on both fee ◦ Pupils can throw underarm ◦ Pupils can explore balances <p>Physical Fitness</p> <ul style="list-style-type: none"> ◦ Pupils start showing an ability to use their dominate hand 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>Personal Qualities</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 align="center">Hockey</p> <p>Cognitive Skills</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>Physical Development</p> <ul style="list-style-type: none"> ◦ Pupils able to move confidently negotiating the space around them effectively ◦ Pupils can hop on both fee ◦ Pupils can throw underarm ◦ Pupils can explore balances <p>Physical Fitness</p> <ul style="list-style-type: none"> ◦ Pupils start showing an ability to use their dominate hand 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>Personal Qualities</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 align="center">Tag Rugby</p> <p>Cognitive Skills</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>Physical Development</p> <ul style="list-style-type: none"> ◦ Pupils able to move confidently negotiating the space around them effectively ◦ Pupils can hop on both fee ◦ Pupils can throw underarm ◦ Pupils can explore balances <p>Physical Fitness</p> <ul style="list-style-type: none"> ◦ Pupils start showing an ability to use their dominate hand 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>Personal Qualities</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
Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p align="center">Rapid Fire Cricket</p> <p>Cognitive Skills</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 align="center">Football</p> <p>Cognitive Skills</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 	<p align="center">Dance</p> <p>Cognitive Skills</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>Physical Development</p>	<p align="center">Tennis</p> <p>Cognitive Skills</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 	<p align="center">Paralympics (boccia, seated volleyball, goal ball)</p> <p>Cognitive Skills</p> <ul style="list-style-type: none"> ◦ Pupils able to follow and perform instructions on command ◦ Pupils can concentrate on a challenge and repeat ◦ Pupils can explain how practicing skills can help you feel warmer and why is it good to play 	<p align="center">Athletics</p> <p>Cognitive Skills</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>Physical Development</p>

	<p>Physical Development</p> <ul style="list-style-type: none"> ◦ Pupils can follow a 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>Physical Fitness</p> <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>Personal Qualities</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>importance of warming up</p> <p>Physical Development</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>Physical Fitness</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>Personal Qualities</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 	<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 ◦ Pupils can start to recognise a beat within music (Clapping/Stomping) <p>Physical Fitness</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>Personal Qualities</p> <ul style="list-style-type: none"> ◦ Pupils can understand the different ways to move with a partner <ul style="list-style-type: none"> ◦ Pupils are able to link their knowledge of what they have learnt, into their finale dance 	<p>and get out of breath</p> <p>Physical Development</p> <ul style="list-style-type: none"> ◦ 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 <p>Physical Fitness</p> <ul style="list-style-type: none"> ◦ Pupils are aware of how exercise is important for a healthy lifestyle and mind ◦ Pupils can adapt to a large and small court <p>Personal Qualities</p> <ul style="list-style-type: none"> ◦ Pupils play games based on net games (like tennis and badminton). <ul style="list-style-type: none"> ◦ Pupils can take turns and share equipment ◦ Pupils can challenge themselves 	<p>and get out of breath</p> <p>Physical Development</p> <ul style="list-style-type: none"> ◦ Pupils can roll a variety of size balls ◦ Pupils explore kicking and throwing in different ways with increasing control ◦ Pupils explore different bounces, ball sizes and throwing techniques <p>Physical Fitness</p> <ul style="list-style-type: none"> ◦ Pupils want to challenge themselves with greater speeds, distances and times ◦ Pupils choose the correct intensity of performance for skills in particular games ◦ Pupils move confidently throughout activities and maintain concentration <p>Personal Qualities</p> <ul style="list-style-type: none"> ◦ Pupils can describe how their body feels before, during and after activity ◦ Pupils can work in small groups and in pairs ◦ Pupils can challenge themselves 	<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 an 2 feet <p>Physical Fitness</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 ◦ Pupils can sustain movement for a period of time <p>Personal Qualities</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 style="text-align: center;">Multi-Skills</p> <p>Cognitive Skills</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>Physical Development</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 an 2 feet <p>Physical Fitness</p>	<p style="text-align: center;">Multi-Skills</p> <p>Cognitive Skills</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>Physical Development</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 an 2 feet <p>Physical Fitness</p>	<p style="text-align: center;">Gymnastics</p> <p>Cognitive Skills</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>Physical Development</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 	<p style="text-align: center;">Basketball</p> <p>Cognitive Skills</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>Physical Development</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 	<p style="text-align: center;">Hockey</p> <p>Cognitive Skills</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>Physical Development</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 	<p style="text-align: center;">Tag Rugby</p> <p>Cognitive Skills</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>Physical Development</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

	<p>Physical Fitness</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 ◦ Pupils can sustain movement for a period of time <p>Personal Qualities</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 	<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 ◦ Pupils can sustain movement for a period of time <p>Personal Qualities</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>compositional skills</p> <p>Physical Fitness</p> <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>Personal Qualities</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 	<ul style="list-style-type: none"> ◦ Pupils explore kicking and throwing in different ways with increasing <p>Physical Fitness</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>Personal Qualities</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 	<ul style="list-style-type: none"> ◦ Pupils explore kicking and throwing in different ways with increasing <p>Physical Fitness</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>Personal Qualities</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 	<ul style="list-style-type: none"> ◦ Pupils explore kicking and throwing in different ways with increasing <p>Physical Fitness</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>Personal Qualities</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
Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Rapid Fire Cricket</p> <p>Cognitive Skills</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>Physical Development</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 <p>Physical Fitness</p>	<p>Football</p> <p>Cognitive Skills</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>Physical Development</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 scenerio ◦ Pupils be able to pass and stop a 	<p>Dance</p> <p>Cognitive Skills</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>Physical Development</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 ◦ Pupils can start to recognise a beat within music (Clapping/Stomping) 	<p>Tennis</p> <p>Cognitive Skills</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>Physical Development</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 	<p>Paralympics (boccia, seated volleyball, goal ball)</p> <p>Cognitive Skills</p> <ul style="list-style-type: none"> ◦ Pupils can copy and build on actions ◦ Pupils can explain what their body needs to stay healthy ◦ Pupils take part in games where there is an opposition <p>Physical Development</p> <ul style="list-style-type: none"> ◦ Pupils can choose and apply simple tactics ◦ Pupils can roll and throw a variety of size balls ◦ Pupils can catch and control a ball in movement working with a partner or in a small group <p>Physical Fitness</p> <ul style="list-style-type: none"> ◦ Pupils improve the way they 	<p>Athletics</p> <p>Cognitive Skills</p> <ul style="list-style-type: none"> ◦ Pupils can copy and build on actions ◦ Pupils can explain what their body needs to stay healthy ◦ Pupils can choose a partner to work with who is a similar ability <p>Physical Development</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>Physical Fitness</p> <ul style="list-style-type: none"> ◦ Pupils understand stamina ◦ Pupils want to challenge themselves with greater speeds, distances and times

<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>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 	<p>ball</p> <p>Physical Fitness</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 sble to reflect on and develop skills to improve <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 the role of an attacker and defender ◦ Pupils can engage in competitive physical activities (both against self and against others) 	<p>Physical Fitness</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>Personal Qualities</p> <ul style="list-style-type: none"> ◦ Pupils can understand the different ways to move with a partner <ul style="list-style-type: none"> ◦ Pupils are able to link their knowledge of what they have learnt, into their finale dance 	<p>control</p> <p>Physical Fitness</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>Personal Qualities</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>coordinate and control their bodies in various activities. Remember, repeat and link combinations of skills where necessary</p> <ul style="list-style-type: none"> ◦ Pupils sble to reflect on and develop skills to improve ◦ Pupils move confidently throughout activities and maintain concentration <p>Personal Qualities</p> <ul style="list-style-type: none"> ◦ Pupils can describe how their body feels before, during and after activity ◦ Pupils can engage in competitive physical activities (both against self and against others) ◦ Pupils begin to lead others in a simple team game 	<p>Personal Qualities</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 independedtley ◦ Pupils can compete in small teams
<p>Multi-Skills</p> <p>Cognitive Skills</p> <ul style="list-style-type: none"> ◦ Pupils can copy and build on actions ◦ Pupils can explain what their body needs to stay healthy ◦ Pupils can choose a partner to work with who is a similar ability <p>Physical Development</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>Physical Fitness</p> <ul style="list-style-type: none"> ◦ Pupils understand stamina ◦ Pupils want to challenge themselves with greater speeds, distcances and times <p>Personal Qualities</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 independedtley ◦ Pupils can compete in small 	<p>Multi-Skills</p> <p>Cognitive Skills</p> <ul style="list-style-type: none"> ◦ Pupils can copy and build on actions ◦ Pupils can explain what their body needs to stay healthy ◦ Pupils can choose a partner to work with who is a similar ability <p>Physical Development</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>Physical Fitness</p> <ul style="list-style-type: none"> ◦ Pupils understand stamina ◦ Pupils want to challenge themselves with greater speeds, distcances and times <p>Personal Qualities</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 independedtley ◦ Pupils can compete in small 	<p>Gymnastics</p> <p>Cognitive Skills</p> <ul style="list-style-type: none"> ◦ Pupils lift, move and place equipment safely ◦ Pupils able to follow and perform instructions on command ◦ Pupils to work in small groups ◦ Pupils improve their work using <p>Physical Development</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>Physical Fitness</p> <ul style="list-style-type: none"> ◦ Pupils use speed in routines to execute precison in shapes, rolls and jumps ◦ Pupils can use upper body strength to hold balances ◦ Pupils can hold Gymnastic 	<p>Basketball</p> <p>Cognitive Skills</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>Physical Development</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 scenerio ◦ Pupils be able to pass and stop a ball <p>Physical Fitness</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 	<p>Hockey</p> <p>Cognitive Skills</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>Physical Development</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 scenerio ◦ Pupils be able to pass and stop a ball <p>Physical Fitness</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 	<p>Tag Rugby</p> <p>Cognitive Skills</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>Physical Development</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 scenerio ◦ Pupils be able to pass and stop a ball <p>Physical Fitness</p> <ul style="list-style-type: none"> ◦ Pupils improve the way they coordinate and control their bodies in various activities. Remember, repeat and link

	teams	teams	shapes, Front support, Back Support, Dish Personal Qualities <ul style="list-style-type: none"> ◦ Pupils to work in pairs or share ideas with class ◦ Pupils can constructively discuss other pupils work ◦ Discussing their work in small groups ◦ Recognise good quality in performance 	necessary <ul style="list-style-type: none"> ◦ Pupils pass and receive a ball in different ways with increased control ◦ Pupils sble to reflect on and develop skills to improve Personal Qualities <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) 	necessary <ul style="list-style-type: none"> ◦ Pupils pass and receive a ball in different ways with increased control ◦ Pupils sble to reflect on and develop skills to improve Personal Qualities <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) 	combinations of skills where necessary <ul style="list-style-type: none"> ◦ Pupils pass and receive a ball in different ways with increased control ◦ Pupils sble to reflect on and develop skills to improve Personal Qualities <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)
Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Rapid Fire Cricket Cognitive Skills <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 Physical Development <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 Physical Fitness <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 	Basketball Cognitive Skills <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 ◦ Pupils improve accuracy of passes and use space to keep possession better Physical Development <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 an where is best to shoot/pass Physical Fitness <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 	Dance Cognitive Skills <ul style="list-style-type: none"> ◦ Pupils can move safely within an area they are working in ◦ Pupils are able use imagery to explore deifferent ideas od dance ◦ Pupils are able to take pre-made patterns of movements, combine them with their own, to make a sequence Physical Development <ul style="list-style-type: none"> ◦ Pupils can discover how singular/Multiple body parts move to music ◦ Pupils understand the terms 'Mirror' and 'Cannon' ◦ Pupils can start to recognise a beat within music (Clapping/Stomping) Physical Fitness <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 	Lacrosse Cognitive Skills <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 ◦ Pupils improve accuracy of passes and use space to keep possession better Physical Development <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 an where is best to shoot/pass Physical Fitness <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 	Tri-Golf Cognitive Skills <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 Physical Development <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 Physical Fitness <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 	Tag Rugby Cognitive Skills <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 ◦ Pupils improve accuracy of passes and use space to keep possession better Physical Development <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 an where is best to shoot/pass Physical Fitness <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

	<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>different ways with increased control</p> <ul style="list-style-type: none"> ◦ Pupils able to reflect on and develop skills to improve <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>Personal Qualities</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 <p>◦ Pupils are able to confidently perform their final dance with out help from teacher/coach</p>	<p>control</p> <ul style="list-style-type: none"> ◦ Pupils able to reflect on and develop skills to improve <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>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>different ways with increased control</p> <ul style="list-style-type: none"> ◦ Pupils able to reflect on and develop skills to improve <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>Handball</p> <p>Cognitive Skills</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 ◦ Pupils improve accuracy of passes and use space to keep possession better <p>Physical Development</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 an where is best to shoot/pass <p>Physical Fitness</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>Football</p> <p>Cognitive Skills</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 ◦ Pupils improve accuracy of passes and use space to keep possession better <p>Physical Development</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 an where is best to shoot/pass <p>Physical Fitness</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>Gymnastics</p> <p>Cognitive Skills</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, jumps and balances ◦ Pupils to work in small groups <p>Physical Development</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>Physical Fitness</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>Personal Qualities</p> <ul style="list-style-type: none"> ◦ Pupils to work in pairs or share ideas with class ◦ Pupils recognise how their own 	<p>Tennis</p> <p>Cognitive Skills</p> <ul style="list-style-type: none"> ◦ Pupils can identify when they are successful and the next steps in their learning ◦ Pupils understand stance ◦ Pupils can demonstrate good activator games and lead <p>Physical Development</p> <ul style="list-style-type: none"> ◦ Pupils can return a ball to a partner with and without a net ◦ Pupils can play a range of basic shots forehand, backhand, drop ◦ Pupils can vary strength, length and direction of shot ◦ Pupils can underarm serve <p>Physical Fitness</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>Personal Qualities</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 	<p>Paralympics (boccia, seated volleyball, goal ball)</p> <p>Cognitive Skills</p> <ul style="list-style-type: none"> ◦ Pupils to work in small groups ◦ Pupils recognise the best ways to score points and stop points being scored ◦ Pupils improve accuracy of passes and use space to keep possession better <p>Physical Development</p> <ul style="list-style-type: none"> ◦ Pupils can serve effectively ◦ Pupils have consistent throwing ◦ Pupils play games that involve keeping possession and scoring in targets. 3v1 and 4v1 games <p>Physical Fitness</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 able to reflect on and develop skills to improve ◦ Pupils move confidently throughout activities and maintain concentration <p>Personal Qualities</p> <ul style="list-style-type: none"> ◦ Pupils recognise how their own performance has improved and other pupils ◦ Pupils can communicate clearly 	<p>Athletics</p> <p>Cognitive Skills</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 partner to work with who is a similar ability and challenge each other <p>Physical Development</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>Physical Fitness</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>Personal Qualities</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 activity

	<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>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>performance has improved and other pupils</p> <ul style="list-style-type: none"> ◦ Discuss and plan their work in small groups ◦ Recognise good quality in performance 	<p>it difficult for their opponent to receive ball</p>	<p>the progression in activities</p> <ul style="list-style-type: none"> ◦ Pupils motivate/encourage others and can lead a small team 	
Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Rapid Fire Cricket</p> <p>Cognitive Skills</p> <ul style="list-style-type: none"> ◦ Pupils can choose and use simple tactics for different situations ◦ Pupils can keep, adapt and make rules for striking and fielding games <p>Physical Development</p> <ul style="list-style-type: none"> ◦ Pupils can use overarm and underarm throwing, and catching skills with increasing accuracy and distance this can include a single bounce ◦ Pupils can strike a bowled ball with movement towards the ball. ◦ Pupils can strike the ball at targets with increased success <p>Physical Fitness</p> <ul style="list-style-type: none"> ◦ Pupils can maintain a high level of intensity ◦ Pupils can show an understanding for adapting across the positions and disciplines <p>Personal Qualities</p> <ul style="list-style-type: none"> ◦ Pupils can organise fielders and change to suit batter ◦ Pupils recognise good performance and identify the parts of a performance that need improving ◦ Pupils can play and score clock cricket 	<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 keep possession <p>Physical Development</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>Physical Fitness</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>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 	<p>Dance</p> <p>Cognitive Skills</p> <ul style="list-style-type: none"> ◦ Pupils can move safely within an area they are working in ◦ 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 terms 'Mirror' and 'Cannon' ◦ Pupils can start to recognise a beat within music (Clapping/Stomping) <p>Physical Fitness</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>Personal Qualities</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 	<p>Lacrosse</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>Physical Development</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>Physical Fitness</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>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 	<p>Tri-Golf</p> <p>Cognitive Skills</p> <ul style="list-style-type: none"> ◦ Pupils can choose and use simple tactics for different situations ◦ Pupils can keep, adapt and make rules for striking and fielding games <p>Physical Development</p> <ul style="list-style-type: none"> ◦ Pupils can use overarm and underarm throwing, and catching skills with increasing accuracy and distance this can include a single bounce ◦ Pupils can strike a bowled ball with movement towards the ball. ◦ Pupils can strike the ball at targets with increased success <p>Physical Fitness</p> <ul style="list-style-type: none"> ◦ Pupils can maintain a high level of intensity ◦ Pupils can show an understanding for adapting across the positions and disciplines <p>Personal Qualities</p> <ul style="list-style-type: none"> ◦ Pupils can organise fielders and change to suit batter ◦ Pupils recognise good performance and identify the parts of a performance that need improving ◦ Pupils can play and score clock cricket 	<p>Tag Rugby</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>Physical Development</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>Physical Fitness</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>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	◦ Pupils are able to confidently perform their final dance with out help from teacher/coach	things difficult for their opponents		identify what they do that makes things difficult for their opponents
	<p align="center">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>Physical Development</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>Physical Fitness</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>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 align="center">Football</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>Physical Development</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>Physical Fitness</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>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 align="center">Gymnastics</p> <p>Cognitive Skills</p> <ul style="list-style-type: none"> ◦ Pupils can identify muscle groups used in gymnastic activities ◦ Pupils can adapt their sequences to include apparatus and to suit partner or small groups ◦ Pupils can critic other pupils/group work <p>Physical Development</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>Physical Fitness</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>Personal Qualities</p> <ul style="list-style-type: none"> ◦ Pupils identify ways to use equipment to enhance their sequences, rolls, shapes and jumps ◦ Pupils perform and evaluate own and others' sequences. 	<p align="center">Tennis</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 cool down <p>Physical Development</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>Physical Fitness</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>Personal Qualities</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 align="center">Paralympics (boccia, seated volleyball, goal ball)</p> <p>Cognitive Skills</p> <ul style="list-style-type: none"> ◦ Pupils can critic other pupils/group work ◦ Pupils develop basic tactics ◦ Pupils understand and can deliver a basic sport specific warm up and cool down <p>Physical Development</p> <ul style="list-style-type: none"> ◦ Pupils can pass, receive and shoot the ball with increasing control ◦ Pupils score more regularly ◦ Pupils can hit the ball on both sides of the body and above head <p>Physical Fitness</p> <ul style="list-style-type: none"> ◦ 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 ◦ Pupils can show an understanding for adapting across the positions and disciplines <p>Personal Qualities</p> <ul style="list-style-type: none"> ◦ Pupils can use observations to improve their work ◦ Pupils can explain what they do and what they find hard ◦ 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 align="center">Athletics</p> <p>Cognitive Skills</p> <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 and challenge each other ◦ Pupils develop basic tactics <p>Physical Development</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>Physical Fitness</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>Personal Qualities</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 and different from that of others ◦ Pupils can use observations to improve their work
Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

	<p style="text-align: center;">Rapid Fire Cricket</p> <p>Cognitive Skills</p> <ul style="list-style-type: none"> ◦ Pupils can choose and use simple tactics for different situations ◦ Pupils know how to warm up and cool down with pupils leading <p>Physical Development</p> <ul style="list-style-type: none"> ◦ Pupils can use overarm and underarm throwing, and catching skills with increasing accuracy and distance this can include a single bounce ◦ Pupils can strike the ball into spaces and over fielders ◦ Pupils can bowl the ball consistently at a small target <p>Physical Fitness</p> <ul style="list-style-type: none"> ◦ Pupils understand why exercise is good for their fitness, health and wellbeing ◦ Pupils can run between wickets/bases effectively ◦ Pupils show strength in upper body when batting <p>Personal Qualities</p> <ul style="list-style-type: none"> ◦ Pupils can organise fielders and change to suit batter ◦ Pupils can play and score clock cricket and score ◦ Pupils can play a competitive Cricket tournament and self officiate 	<p style="text-align: center;">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 in full sided games ◦ Pupils can change the pitch size to make games better for their game <p>Physical Development</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>Physical Fitness</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>Personal Qualities</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 style="text-align: center;">Dance</p> <p>Cognitive Skills</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>Physical Development</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>Physical Fitness</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>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 music 	<p style="text-align: center;">Lacrosse</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 in full sided games ◦ Pupils can change the pitch size to make games better for their game <p>Physical Development</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>Physical Fitness</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>Personal Qualities</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 style="text-align: center;">Tri-Golf</p> <p>Cognitive Skills</p> <ul style="list-style-type: none"> ◦ Pupils can choose and use simple tactics for different situations ◦ Pupils know how to warm up and cool down with pupils leading <p>Physical Development</p> <ul style="list-style-type: none"> ◦ Pupils can use overarm and underarm throwing, and catching skills with increasing accuracy and distance this can include a single bounce ◦ Pupils can strike the ball into spaces and over fielders ◦ Pupils can bowl the ball consistently at a small target <p>Physical Fitness</p> <ul style="list-style-type: none"> ◦ Pupils understand why exercise is good for their fitness, health and wellbeing ◦ Pupils can run between wickets/bases effectively ◦ Pupils show strength in upper body when batting <p>Personal Qualities</p> <ul style="list-style-type: none"> ◦ Pupils can organise fielders and change to suit batter ◦ Pupils can play and score clock cricket and score ◦ Pupils can play a competitive Cricket tournament and self officiate 	<p style="text-align: center;">Tag Rugby</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 in full sided games ◦ Pupils can change the pitch size to make games better for their game <p>Physical Development</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>Physical Fitness</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>Personal Qualities</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 style="text-align: center;">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 in full sided games ◦ Pupils can change the pitch size to make games better for their 	<p style="text-align: center;">Football</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 in full sided games ◦ Pupils can change the pitch size to make games better for their 	<p style="text-align: center;">Gymnastics</p> <p>Cognitive Skills</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 	<p style="text-align: center;">Tennis</p> <p>Cognitive Skills</p> <ul style="list-style-type: none"> ◦ Pupils can select and apply preferred skills with increasing consistency ◦ Pupils understand practices to help with precision and consistency and speed about the court 	<p style="text-align: center;">Paralympics (boccia, seated volleyball, goal ball)</p> <p>Cognitive Skills</p> <ul style="list-style-type: none"> ◦ Pupils can discuss and understand teamwork when competing ◦ Pupils can lead and organise a team with basic tactics ◦ Pupils can choose and use simple tactics for different 	<p style="text-align: center;">Athletics</p> <p>Cognitive Skills</p> <ul style="list-style-type: none"> ◦ Pupils can work in small groups and create ways to develop their techniques across all Athletic disciplines ◦ Pupils apply tactics for races ◦ Pupils can discuss and understand teamwork when

	<p>game</p> <p>Physical Development</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>Physical Fitness</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>Personal Qualities</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>game</p> <p>Physical Development</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>Physical Fitness</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>Personal Qualities</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 	<ul style="list-style-type: none"> ◦ Pupils can critic other pupils/group work <p>Physical Development</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>Physical Fitness</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>Personal Qualities</p> <ul style="list-style-type: none"> ◦ Pupils identify ways to use equipment to enhance their sequences, rolls, shapes and jumps ◦ Pupils can practice and reform sequences ◦ Pupils understand and select more relevant actions showing continuity when linking movement 	<p>Physical Development</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>Physical Fitness</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>Personal Qualities</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>situations</p> <p>Physical Development</p> <ul style="list-style-type: none"> ◦ Pupils use and refine the following skills: flexibility, strength, balance, power and mental focus ◦ Pupils can shoot accurately in a variety of ways ◦ Pupils can serve effectively <p>Physical Fitness</p> <ul style="list-style-type: none"> ◦ Pupils know what they need to improve their game and what they need to practice ◦ Pupils design and run activities ◦ Pupils understand why exercise is good for their fitness, health and wellbeing <p>Personal Qualities</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 and different from that of others ◦ Pupils can watch and evaluate the success of the games they play in 	<p>competing</p> <ul style="list-style-type: none"> ◦ Pupils understand the process of <p>Physical Development</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 understanding start and finish position <p>Physical Fitness</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>Personal Qualities</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 and different from that of others ◦ Pupils can organise and run their own station/event
Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Rapid Fire Cricket</p> <p>Cognitive Skills</p> <ul style="list-style-type: none"> ◦ Pupils develop an understanding of tactics and begin to use them in game situations ◦ Pupils can concentrate fully whilst in the fielding zones ◦ Pupils understand the rules fully and can score <p>Physical Development</p> <ul style="list-style-type: none"> ◦ Pupils can bowl overarm with a run up ◦ Pupils can throw a tennis ball at a target with consistent accuracy ◦ Pupils are confident in bowling 	<p>Basketball</p> <p>Cognitive Skills</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>Physical Development</p> <ul style="list-style-type: none"> ◦ Pupils understand different ways of attacking and encourage 	<p>Dance</p> <p>Cognitive Skills</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>Physical Development</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 	<p>Lacrosse</p> <p>Cognitive Skills</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>Physical Development</p> <ul style="list-style-type: none"> ◦ Pupils understand different ways of attacking and encourage them to use positions for their 	<p>Tri-Golf</p> <p>Cognitive Skills</p> <ul style="list-style-type: none"> ◦ Pupils develop an understanding of tactics and begin to use them in game situations ◦ Pupils can concentrate fully whilst in the fielding zones ◦ Pupils understand the rules fully and can score <p>Physical Development</p> <ul style="list-style-type: none"> ◦ Pupils can bowl overarm with a run up ◦ Pupils can throw a tennis ball at a target with consistent accuracy ◦ Pupils are confident in bowling 	<p>Tag Rugby</p> <p>Cognitive Skills</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>Physical Development</p> <ul style="list-style-type: none"> ◦ Pupils understand different ways of attacking and encourage

	<p>both underarm for Rounders and overarm cricket (with a controlled single bounce)</p> <p>Physical Fitness</p> <ul style="list-style-type: none"> ◦ Pupils can attack the ball with and without aggression ◦ Pupils can select the correct position in the fielding zone ◦ Pupils understand the intensity needed for fielding <p>Personal Qualities</p> <ul style="list-style-type: none"> ◦ Pupils use and adapt rules, strategies and tactics, using their knowledge of basic principles of batting and fielding ◦ Pupils evaluate strengths and weaknesses in their own and others' performances and suggest improvements ◦ Pupils can play a competitive Cricket tournament and self officiate 	<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>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 	<ul style="list-style-type: none"> ◦ Pupils can recognise a beat within music with different tempos <p>Physical Fitness</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>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>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>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>both underarm for Rounders and overarm cricket (with a controlled single bounce)</p> <p>Physical Fitness</p> <ul style="list-style-type: none"> ◦ Pupils can attack the ball with and without aggression ◦ Pupils can select the correct position in the fielding zone ◦ Pupils understand the intensity needed for fielding <p>Personal Qualities</p> <ul style="list-style-type: none"> ◦ Pupils use and adapt rules, strategies and tactics, using their knowledge of basic principles of batting and fielding ◦ Pupils evaluate strengths and weaknesses in their own and others' performances and suggest improvements ◦ Pupils can play a competitive Cricket tournament and self officiate 	<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>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 style="text-align: center;">Handball</p> <p>Cognitive Skills</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>Physical Development</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 with full squad sizes 11v11, 7v7 etc ◦ Pupils can move into space to help support a team ◦ Pupils can defend an opponent 	<p style="text-align: center;">Football</p> <p>Cognitive Skills</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>Physical Development</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 with full squad sizes 11v11, 7v7 etc ◦ Pupils can move into space to help support a team ◦ Pupils can defend an opponent 	<p style="text-align: center;">Gymnastics</p> <p>Cognitive Skills</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>Physical Development</p> <ul style="list-style-type: none"> ◦ Pupils identify and practise symmetrical and asymmetrical body shapes in pairs ◦ Pupils can use the full range of apparatus effectively ◦ Pupils can include 5-8 movements in a sequence with considered transitions <p>Physical Fitness</p> <ul style="list-style-type: none"> ◦ Pupils understand core stability 	<p style="text-align: center;">Tennis</p> <p>Cognitive Skills</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>Physical Development</p> <ul style="list-style-type: none"> ◦ Pupils can serve effectively ◦ Pupils understand the full range of shots and the most suitable time to use in a game ◦ Pupils can serve overarm ◦ Pupils can move effectively around the court at speed <p>Physical Fitness</p> <ul style="list-style-type: none"> ◦ Pupils can adapt to court size ◦ Pupils know where to stand 	<p style="text-align: center;">Paralympics (boccia, seated volleyball, goal ball)</p> <p>Cognitive Skills</p> <ul style="list-style-type: none"> ◦ Pupils can create their own success criteria for evaluating ◦ Pupils can choose the current formations and tactics for attack and defence ◦ Pupils can move to anticipate their opponent <p>Physical Development</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 defend an opponent ◦ Pupils understand the full range of shots and the most suitable time to use in a game <p>Physical Fitness</p> <ul style="list-style-type: none"> ◦ Pupils can demonstrate flexibility at saving a moving ball ◦ Pupils show an intensity of performance to match playing 	<p style="text-align: center;">Athletics</p> <p>Cognitive Skills</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>Physical Development</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>Physical Fitness</p>

	<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>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>and strength</p> <ul style="list-style-type: none"> ◦ 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>when attacking and defending</p> <ul style="list-style-type: none"> ◦ 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>partner/opposing team</p> <ul style="list-style-type: none"> ◦ Pupils can attack the ball with and without aggression <p><u>Personal Qualities</u></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 officiate a tournament 	<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><u>Personal Qualities</u></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
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