

Skills Assessed:

Year - Foundation

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

Content

Gymnastics	<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 been taught 	<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 	<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 	<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
Athletics / Multi-Skills	<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 	<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 low and high 	<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 	<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
Invasion Games	<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. 	<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 	<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 spaces and speed 	<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
Net & Wall	<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 simply instructions 	<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 bouncing ball 	<ul style="list-style-type: none"> ◦ Pupils move confidently ◦ Pupils can travel along court lines in control ◦ Pupils can maintain intensity throughout lesson 	<ul style="list-style-type: none"> ◦ Pupils use safety measures without direct supervision ◦ Pupils can take turns and share equipment ◦ Pupils can challenge themselves
Striking & Fielding	<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 correctly, wickets etc 	<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 Ws ◦ Pupils can roll a ball at a target 	<ul style="list-style-type: none"> ◦ Pupils move confidently throughout activities ◦ Pupils can travel freely using suitable spaces and speed ◦ Pupils can maintain intensity throughout lesson 	<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

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Skills Assessed:

Year - 1

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

Content

Gymnastics	<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 	<ul style="list-style-type: none"> ◦ Pupils understand static Pike, Tuck and Straddle ◦ Develop and holding balances on 1-4 body parts and copy other pupils ◦ Pupils explore ways to travel across mats ◦ Pupils can use simple compositional ideas by creating a sequence 	<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, Front support, Back Support, Dish and 	<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
Athletics / Multi-Skills	<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 	<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 ◦ Pupils can throw at a target 	<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 sustained period i.e. burpees 20secs 	<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
Invasion Games	<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 ◦ Pupils can discuss and apply 	<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 control 	<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 	<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
Net & Wall	<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 breath 	<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 using a variety of rackets 	<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 	<ul style="list-style-type: none"> ◦ Pupils play games based on net games (like tennis and badminton). ◦ Pupils can take turns and share equipment ◦ Pupils can challenge themselves
Striking & Fielding	<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 movements ◦ Pupils can develop basic rules and explain 	<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 	<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 	<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

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Skills Assessed:

Year - 2

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

Content

Gymnastics	<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 information they have gained by watching, listening and investigating 	<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 	<ul style="list-style-type: none"> ◦ Pupils use speed in routines to execute precision in shapes, rolls and jumps ◦ Pupils can use upper body strength to hold balances ◦ Pupils can hold Gymnastic shapes, Front support, Back Support, Dish and Doom. 	<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
Athletics / Multi-Skills	<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 	<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 ◦ Pupils explore jumping techniques 	<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 can describe how their body feels before, during and after activity ◦ Pupils can work in small teams and independently ◦ Pupils can compete in small teams
Invasion Games	<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 	<ul style="list-style-type: none"> ◦ Pupils understand how to intercept a moving ball ◦ Pupils can catch and control a ball in movement working with a partner or in a small group ◦ Pupils can run with a ball in a game scenario ◦ Pupils be able to pass and stop a ball 	<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 	<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)
Net & Wall	<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 breath 	<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 etc ◦ Pupils can choose and apply simple tactics ◦ Pupils can strike a ball with control using a variety of rackets 	<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 	<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 difficulty each session
Striking & Fielding	<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 	<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 at 	<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 	<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

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Skills Assessed:

Year - 3

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

Content

Gymnastics	<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 	<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 	<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 	<ul style="list-style-type: none"> • Pupils to work in pairs or share ideas with class • Pupils recognise how their own performance has improved and other pupils • Discuss and plan their work in small groups • Recognise good quality in
Athletics / Multi-Skills	<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 	<ul style="list-style-type: none"> • Pupils can apply good sprinting techniques • Pupils practice and develop standing long jump • Pupils develop stride length 	<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 	<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
Invasion Games	<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 	<ul style="list-style-type: none"> • Pupils play games that involve keeping possession and scoring in targets. 3v1 and 4v1 games • Pupils practise passing to a partner using a number of sending and receiving techniques • Pupils can run with a ball in a game scenario and decide when and where is best to shoot/pass 	<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 	<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
Net & Wall	<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 	<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 	<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 	<ul style="list-style-type: none"> • Pupils can give examples of when they could demonstrate the skills practiced during a game situation • Pupils know how they can make it difficult for their opponent to receive ball
Striking & Fielding	<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 	<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 	<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 	<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

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Skills Assessed:

Year - 4

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

Content

Gymnastics	<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 	<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 	<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 	<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.
Athletics / Multi-Skills	<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 	<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 	<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 	<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
Invasion Games	<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 	<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 	<ul style="list-style-type: none"> ◦ Pupils can plan ideas and tactics similar across invasion games and ◦ Pupils know what they need to improve their game and what they need to practice ◦ Pupils able to reflect on and develop skills to improve 	<ul style="list-style-type: none"> ◦ Pupils understand 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
Net & Wall	<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 	<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 	<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 	<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
Striking & Fielding	<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 	<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 	<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 	<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 and

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Skills Assessed:

Year - 5

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

Content

Gymnastics	<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 critic other pupils/group work 	<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 	<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 	<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
Athletics / Multi-Skills	<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 competing ◦ Pupils understand the process of 	<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 	<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 	<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
Invasion Games	<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 	<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 	<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 	<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
Net & Wall	<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 	<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 	<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 	<ul style="list-style-type: none"> ◦ Pupils can play 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
Striking & Fielding	<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 	<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 	<ul style="list-style-type: none"> ◦ Pupils understand why exercise is good for their fitness, health and well-being ◦ Pupils can run between wickets/bases effectively ◦ Pupils show strength in upper body when batting 	<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

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Skills Assessed:

Year - 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

Content

Gymnastics	<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 using 	<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 	<ul style="list-style-type: none"> ◦ Pupils understand core stability and strength ◦ Pupils can incorporate counterbalances into sequences in groups of 4 or more. ◦ Pupils can take weight on hands ◦ Pupils are confident when rolling 	<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
Athletics / Multi-Skills	<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 and can 	<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 	<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 	<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
Invasion Games	<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 	<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 	<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 	<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
Net & Wall	<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 	<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 	<ul style="list-style-type: none"> ◦ Pupils can adapt to court size ◦ Pupils know where to stand when attacking and defending ◦ Pupils show an intensity of performance to match playing partner 	<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
Striking & Fielding	<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 	<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 both underarm for Rounders and overarm cricket (with a controlled single bounce) 	<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 	<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

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