Skills Assessed:	Cognitive Skills	Physical Development	Physical Fitness	Personal Qualities
	△ Problem Solving	△ Kinaesthetic Awareness	△ Stamina	△ Motivation
	△ Focus & Concentration	△ Gross & Fine Motor Skills		△ Confidence
<b>Year - Foundation</b>	Decision Making	△ Balance & Control	△ Speed	△ Determination
		△ Coordination	△ Core Stability & Strength	△ Leadership & Responsibility
	△ Creativity	△ Rhythm & Timing	△ Flexibility	△ Communication
Content				
	<ul> <li>Pupils move with imagination,</li> </ul>	<ul> <li>Exploring gymnastic shapes and</li> </ul>	<ul> <li>Pupils understand the changes in our</li> </ul>	· Pupils to work in pairs or sharing b
	confidence and safely	actions	bodies when we exercise	equipment
	<ul> <li>Pupils able to carry out simple</li> </ul>	Develop balancing on 1-4 body parts	Pupils can hold basic balances	Pupils demonstrate an understand
	instructions	- Develop balancing on 1-4 body parts	- Tupiis cari fiold basic balances	for linking skills from weeks prior
ymnastics		<ul> <li>Pupils explore ways to travel and how</li> </ul>	<ul> <li>Copy commands and movements</li> </ul>	
	<ul> <li>Pupils able to watch other pupils</li> </ul>	this makes them feel		<ul> <li>Discussing what worked well and I</li> </ul>
	perform		Pupils demonstrate co-ordination	the pupil can improve
	<ul> <li>Pupils can describe what they have</li> </ul>	<ul> <li>Explore movement patterns using different speeds</li> </ul>	when travelling	
	been taught	unierent speeds		
	Pupils can move safely and	<ul> <li>To travel in different directions (side</li> </ul>	<ul> <li>Pupils able to understand static</li> </ul>	Pupils follow instructions
	understand the space they are working		balance	
	within	fluency	• To practise ABC (agility, balance and	<ul> <li>Pupils can communicate how they feel before and after PE</li> </ul>
	Pupils can focus on small tasks	Pupils able to demonstrate throw	co- ordination) at circuit stations.	leer before and after FE
thletics / Multi-Skills	Tapis can recas on small tasks	r apilo abie to demonstrate anon	es standard, at encart stations.	Pupils can take turns on stations
	<ul> <li>Pupils come to the lesson sensibly</li> </ul>	<ul> <li>Pupils able to understand static</li> </ul>	<ul> <li>Pupils can use varied speeds when</li> </ul>	
		balance	travelling	
		Pupils can change direction moving		
		low and high		
nvasion Games	Pupils show good control over their	Pupils able to move confidently	<ul> <li>Pupils start showing an ability to use</li> </ul>	Pupils can draw lines and circles
	bodies when exploring different skills	negotiating the space around them	their dominate hand to work with a	
	. Diverile annua frank i visione avitable	effectively	partner in different activities. Explore	Pupils can hold a pen correctly
	<ul> <li>Pupils move freely using suitable spaces and speed</li> </ul>	• Pupils can hop on both feet	and use skills effectively for particular games	Pupils dress with support
	.,	The state of the s		
		<ul> <li>Pupils can throw underarm</li> </ul>	<ul> <li>Pupils can show intensity when</li> </ul>	<ul> <li>Pupils know that equipment need</li> </ul>
	Pupils understand their own needs		working in teams	be used safely
	hunger/toilet/personal hygiene.	Pupils can explore balances	Pupils move freely using suitable	
			spaces and speed	
Net & Wall	Pupils demonstrate good control and	<ul> <li>Pupils demonstrate increasing control</li> </ul>	Pupils move confidently	<ul> <li>Pupils use safety measures without</li> </ul>
	co-ordination in large and small	over objects	B. d	direct supervision
	movements	Pupils can hold a racket correctly	<ul> <li>Pupils can travel along court lines in control</li> </ul>	Pupils can take turns and share
	Pupils can follow basic instructions	Tupils carrilold a racket correctly	Contagn	equipment
	·	<ul> <li>Pupils can throw and catch a shuttle</li> </ul>	<ul> <li>Pupils can maintain intensity</li> </ul>	
	Pupils can concentrate on simply	and tennis ball	throughout lesson	<ul> <li>Pupils can challenge themselves</li> </ul>
	instructions	• Pupils understand the movement of a		
		bouncing ball		
		Ü		
	Pupils can understand comparative	Pupils can move and stop,	Pupils move confidently throughout	Pupils understand the importance
	language i.e. faster, longer, and be able to physically demonstrate	recognising both commands and acting upon them immediately	activities	good health of physical exercise, healthy diet and talk about differen
	able to physically demonstrate	acting upon them infinediately	Pupils can travel freely using suitable	ways to keep healthy and safe
	<ul> <li>Pupils can copy simple striking</li> </ul>	<ul> <li>Pupils throw a ball underarm</li> </ul>	spaces and speed	
triking & Fielding	movements			Pupils know that equipment need
	s Punils know how a suite seet is a suite	Pupils can catch using Ws	Pupils can maintain intensity	be used safely
	<ul> <li>Pupils know how equipment is used correctly, wickets etc</li> </ul>	• Pupils can roll a ball at a target	throughout lesson	
		,		
				<u> </u>
				1
	i.e. faster, longer, and be able to physically de	emonstrate thi		
OTES:	For example recognition of individuals who are	outstanding, individuals in need of particular su	ipport,	
	recommendations for the school concerning ed	quipment/resources etc.		

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Skills Assessed:	Cognitive Skills	Physical Development	Physical Fitness	Personal Qualities
	△ Problem Solving	△ Kinaesthetic Awareness	△ Stamina	△ Motivation
	o o	△ Gross & Fine Motor Skills		△ Confidence
Year - 1	△ Focus & Concentration	△ Balance & Control	A Speed	△ Determination
	△ Decision Making	△ Coordination	△ Core Stability & Strength	△ Leadership & Responsibility
	△ Creativity	△ Rhythm & Timing	△ Flexibility	△ Communication
Content		, ,		
Content	Pupils move with confidence and in	Pupils understand static Pike, Tuck	• Pupils understand the changes in our	• Pupils to work in pairs or share idea
	creative patterns	and Straddle	bodies when we exercise	with class
Gymnastics	<ul> <li>Pupils able to follow and perform instructions on command</li> </ul>	<ul> <li>Develop and holding balances on 1-4 body parts and copy other pupils</li> </ul>	Pupils can hold balances and be in control	Pupils can link patterns and movements from each lesson
Gymnastics	Pupils to work in pairs	Pupils explore ways to travel across mats	<ul> <li>Pupils can use upper body strength to hold balances</li> </ul>	Discussing their work in small group
	Pupils can explain their movements			· Recognise how their body feels whe
	and patterns	Pupils can use simple compositional	<ul> <li>Pupils can hold Gymnastic shapes,</li> </ul>	still and when exercising
		ideas by creating a sequence	Front support, Back Support, Dish and	
	Pupils can move with control and care	Pupils can roll a variety of size balls	<ul> <li>Pupils can change speeds, direction of movement and with control</li> </ul>	Pupils can describe how their body
	Pupils can concentrate on a	Pupils can change speeds, direction	of movement and with control	feels before, during and after activity
	challenge and repeat	of movement and with control	Pupils want to challenge themselves	• Pupils can work in small teams and
			with greater speeds, distances and	independently
thletics / Multi-Skills	<ul> <li>Pupils have an understanding of</li> </ul>	<ul> <li>Pupils explore jumping with change</li> </ul>	times	
	safety	of direction and from 1 an 2 feet	D. II.	Pupils can describe what they are
		Pupils can throw at a target	<ul> <li>Pupils can sustain movement for a sustained period i.e. burpees 20secs</li> </ul>	learning and developing
		r upiis can unow at a target	sustained period i.e. burpees 2050es	
	Pupils talk about what our bodies do	Pupils retrieve and stop a ball using	Pupils understand how to use	Pupils can work in small groups and
Invasion Games	during exercise e.g. breathing	different parts of the body	equipment safely and can support in	pairs
	Pupils can work within a team and	Pupils explore and use skills, actions	tidying equipment away	Pupils understand basic scoring
	develop the concept of the passing of	and ideas individually and in	• Pupils pass and receive a ball in	systems
	a ball with either hands of feet	combination to suit the game that is	different ways with increased control	
		being played		<ul> <li>Pupils are confident and keep</li> </ul>
	Pupils begin to discuss the	6 9 1 1010 14 1	Pupils choose the correct intensity of	themselves safe in the space in which
	importance of warming up	<ul> <li>Pupils explore kicking and throwing in different ways with increasing</li> </ul>	performance for skills in particular games	an activity/game is being played
	Pupils can discuss and apply	control	games	
	<ul> <li>Pupils can play games based on net</li> </ul>	<ul> <li>Pupils can hold the racket correctly</li> </ul>	<ul> <li>Pupils are aware of how exercise is</li> </ul>	<ul> <li>Pupils play games based on net</li> </ul>
	games (like tennis and badminton).	and balance a ball on strings	important for a healthy lifestyle and	games (like tennis and badminton).
	Durile have an area structure to the select	. Disable and allowers in bands of and one	mind	. Duraile and taken to one and about
	<ul> <li>Pupils have an opportunity to play 1v1, 1v2, and 1v3</li> </ul>	<ul> <li>Pupils can play tennis hockey and use forearm and backhand</li> </ul>	• Pupils can adapt to a large and small	<ul> <li>Pupils can take turns and share equipment</li> </ul>
Net & Wall	171, 172, and 173	Torcam and backhand	court	equipment
	<ul> <li>Pupils can explain how practicing</li> </ul>	· Pupils explore different bounces, ball		Pupils can challenge themselves
	skills can help you feel warmer and	sizes and throwing techniques		
	why is it good to play and get out of breath	Pupils can strike a ball with control		
	breath	using a variety of rackets		
	Pupils explore and use skills, actions	Pupils can follow a variety of	Pupils move confidently throughout	Pupils can perform fielding
	and ideas individually and in	commands, stop, go, high knees, star	activities and maintain concentration	techniques with increased control and
	combination to suit the game they are	jumps etc		co-ordination
	playing	B - No the control of	Pupils can travel freely using suitable	Buddeline along the
Striking & Fiolding	Pupils can copy simple striking	<ul> <li>Pupils throw a ball underarm confidently and explore the overarm</li> </ul>	spaces and speed	<ul> <li>Pupils know that equipment needs to be used safely</li> </ul>
Striking & Fielding	movements	throw	• Pupils explore SAQ movements	be used salely
			, ,	
	<ul> <li>Pupils can develop basic rules and</li> </ul>	<ul> <li>Pupils can catch using Ws with varied</li> </ul>		
	explain	shaped balls		
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	No. of the state o			]
NOTES	Please note here any information that is felt r			
NOTES:		outstanding, individuals in need of particular su	ipport,	
	recommendations for the school concerning e	quipment/resources etc.		
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ing centration ing and place equipment ing and place equipment illow and perform immand small groups their work using the grand build on actions in what their body it is a partner to work ar ability the best ways to stop points being in games where there is and apply games based on net and badminton).	Physical Development  A Kinaesthetic Awareness Gross & Fine Motor Skills Balance & Control Coordination Rhythm & Timing  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  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 expolre jumping techniques  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	hold balances  Pupils can hold Gymnastic shapes, Front support, Back Support, Dish and Doom.  Pupils understand stamina  Pupils want to challenge themselves with greater speeds, disctances and times  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	Recognise good quality in performance  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 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
and place equipment  and perform  and groups  aneir work using  and experiment by  and investigating  and build on actions  and what their body  and build on actions  and build on	Balance & Control Coordination Rhythm & Timing  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  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 expolre jumping techniques  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		△ Determination  △ Leadership & Responsibility  △ Communication  Pupils to work in pairs or share ideas with class  ⊸ Pupils can constructively discuss other pupils work  ⊸ Discussing their work in small group  Recognise good quality in performance  ⊸ 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  ⊸ Pupils recognise how they work bes 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
and place equipment  and place equipment  and place equipment  and perform  mand  small groups  their work using  and save gained by  g and investigating  and build on actions  n what their body  thy  the best ways to  top points being  n games where there  d the importance of  down  ss and apply  ames based on net	A Coordination Rhythm & Timing  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  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 expolre jumping techniques  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		A Leadership & Responsibility Communication  Pupils to work in pairs or share idea with class Pupils can constructively discuss other pupils work Discussing their work in small group Recognise good quality in performance 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 Pupils recognise how they work beswith 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
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down ss and apply names based on net	scenerio	different ways with increased control	
down ss and apply names based on net	scenerio		
ss and apply pames based on net			physical activities (both against self a
ames based on net	<ul> <li>Pupils be able to pass and stop a ball</li> </ul>	<ul> <li>Pupils sble to reflect on and develop</li> </ul>	against others)
		skills to improve	
and hadminton)	<ul> <li>Pupils can hold the racket correctly</li> </ul>	<ul> <li>Pupils can increase racket head</li> </ul>	<ul> <li>Pupils play games based on net</li> </ul>
and baarinitorij.	and balance a ball on strings whilst	speed with control	games (like tennis and badminton).
	moving and performing simple	. Discilator and and the allege and assell	. Duraile and tales to one and along a second
pportunity to play	instructions, high/low/turn etc	<ul> <li>Pupils can adapt to a large and small net</li> </ul>	<ul> <li>Pupils can take turns and play a small tournament</li> </ul>
	<ul> <li>Pupils can choose and apply simple</li> </ul>	Tiet .	tournament
n how practicing	tactics	Pupils can be agile and move across	· Pupils can challenge themselves an
feel warmer and		court	increase difficult each session
olay and get out of	<ul> <li>Pupils can strike a ball with control</li> </ul>		
	using a vairty of rackets		
part in games where	Pupils can follow a variety of	Pupils move confidently throughout	Pupils can perform fielding
tion	commands, stop, go, high knees, star	activities and maintain concentration	techniques with increased control and
	jumps etc		co-ordination
op basic rules and		Pupils are able to hit a ball accurately	
	Pupils bowl underarm and explore	using a bat/racket	Pupils begin to lead others in a sim
and receive a Hell in	tne overarm bowl	e Pupile explore SAO messarente	team game
	Punils can catch using Ws with varied	rupiis explore SAQ movements	
y			
,			
	<ul> <li>Pupils can throw a ball at</li> </ul>		
			-
information that is felt r	necessary for the school to be made aware of.		
For example recognition of individuals who are outstanding, individuals in need of particular support,			
r the school concerning e	quipment/resources etc.		
t t	art in games where ion  p basic rules and  nd receive a ball in control and  information that is felt in an of individuals who are	using a vairty of rackets  art in games where ion  Pupils can follow a variety of commands, stop, go, high knees, star jumps etc  Pupils bowl underarm and explore the overarm bowl not receive a ball in control and  Pupils can catch using Ws with varied shaped balls and distances  Pupils can throw a ball at	using a vairty of rackets  art in games where ion  Pupils can follow a variety of commands, stop, go, high knees, star jumps etc  Pupils bowl underarm and explore the overarm bowl and receive a ball in control and  Pupils can catch using Ws with varied shaped balls and distances  Pupils can throw a ball at  Pupils can throw a ball at

Skills Assessed:	Cognitive Skills	Physical Development	Physical Fitness	Personal Qualities
	A Barble of California	△ Kinaesthetic Awareness	. Chamina	△ Motivation
	△ Problem Solving	△ Gross & Fine Motor Skills	△ Stamina	△ Confidence
Year - 3	△ Focus & Concentration	△ Balance & Control	△ Speed	△ Determination
	Decision Making	△ Coordination	△ Core Stability & Strength	△ Leadership & Responsibility
	△ Creativity	△ Rhythm & Timing	△ Flexibility	△ Communication
Content				
	Pupils improve their ability to select	<ul> <li>Pupils consolidate and improve the</li> </ul>	Pupils can counter balance	• Pupils to work in pairs or share ideas
	appropriate actions and use simple	quality of their actions, body shapes		with class
	compositional ideas	and balances, and their ability to link movements	<ul> <li>Pupils can hold Gymnastic shapes,</li> <li>Front support, Back Support, Dish and</li> </ul>	B ofference of the state of
	Pupils able plan a routine comprising	movements	Doom in pairs and for a sustained time	<ul> <li>Pupils recognise how their own performance has improved and other</li> </ul>
gymnastics	roll, jumps and balances	<ul> <li>Pupils can explore rolls, teddy, log,</li> </ul>	period	pupils
		forward and backward		
	Pupils to work in small groups	D. The second of the second of the	Pupils can recognise how specific	Discuss and plan their work in small
		<ul> <li>Pupils are able to use gymnastics shapes when jumping from small</li> </ul>	movements affect their bodies	groups
		apparatus and low heights		Recognise good quality in
	Pupils explore breathing whilst	Pupils can apply good sprinting	<ul> <li>Pupils develop distance and height</li> </ul>	Pupils motivate/encourage others
	exercising	techniques	when jumping	and can lead a small team
	<ul> <li>Pupils can explain what their body</li> </ul>	Pupils practice and develop standing	Pupils want to challenge themselves	Pupils can communicate clearly the
	needs to stay healthy	long jump	with greater speeds, distances and	progression in activities
thletics / Multi-Skills			times	
	Pupils can choose a partner to work	<ul> <li>Pupils develop stride length</li> </ul>		Pupils can describe how their body
	with who is a similar ability and challenge each other		Pupils can sustain a pace over 400m	feels before, during and after activity
	challenge each other			
	Pupils recognise the best ways to	Pupils play games that involve	Pupils improve the way they	Pupils recognise how they work best
	score points and stop points being scored	keeping possession and scoring in	coordinate and control their bodies in	with their partner and can work with
	scored	targets. 3v1 and 4v1 games	various activities. Remember, repeat and link combinations of skills where	each pupil in the class
	Pupils know how to find space to	<ul> <li>Pupils practise passing to a partner</li> </ul>	necessary	Pupils understand patterns of play-
nvasion Games	receive and support	using a number of sending and		ball is in a certain position where
	. D ile innerent en en el en en el	receiving techniques	Pupils pass and receive a ball in	should players be
	<ul> <li>Pupils improve accuracy of passes and use space to keep possession</li> </ul>	• Pupils can run with a ball in a game	different ways with increased control	Pupils use communication skills to
	better	scenario and decide when an where is	Pupils able to reflect on and develop	help others know where they are
		best to shoot/pass	skills to improve	going
	• Pupils can identify when they are	• Pupils can return a ball to a partner	Pupils can move across the court	Pupils can give examples of when
	successful and the next steps in their learning	with and without a net	effectively and understand the importance of stance and starting	they could demonstrate the skills practiced during a game situation
	i e e e e e e e e e e e e e e e e e e e	• Pupils can play a range of basic	positioning when playing a shot	presence carring a game attacks
	<ul> <li>Pupils understand stance</li> </ul>	shots forehand, backhand, drop		<ul> <li>Pupils know how they can make it</li> </ul>
let & Wall	B. il. and beautiful and	Delta and a state of the state of	Pupils understand the rules and can	difficult for their opponent to receive
	<ul> <li>Pupils can demonstrate good activator games and lead</li> </ul>	<ul> <li>Pupils can vary strength, length and direction of shot</li> </ul>	follow for each game	ball
	3		• Pupils can play 1v1 with a suitable	
		<ul> <li>Pupils can underarm serve</li> </ul>	partner	
	Pupils consolidate and develop the	Pupils show an intensity and	Pupils move confidently throughout	Pupils can perform fielding
	range and consistency of their skills in	engagement from the start of each	activities and maintain concentration	techniques with increased control and
	striking and fielding games	session		co-ordination
			Pupils are able to hit a ball accurately	
triking & Fielding	<ul> <li>Pupils recognise how specific activities affect their bodies and can</li> </ul>	<ul> <li>Pupils can bowl overarm at a large target with once bounce</li> </ul>	using a bat/racket with targets added	<ul> <li>Pupils begin to lead others in a simple team game</li> </ul>
Striking & Fleiding	explain the benefits	target with once bounce	Pupils explore SAQ movements	team game
	· ·	<ul> <li>Pupils can use both Pom and Aussie</li> </ul>		• Pupils can use tactics effectively in a
	Pupils explore sport specific	catch		competitive situation
	activators	Pupils have consistent throwing		
		. apiis nave consistent tillowing	I	
	Please note here any information that is fold.	necessary for the school to be made aware of.		
IOTES:	For example recognition of individuals who are			
			ррогс,	
	recommendations for the school concerning e	quipment/resources etc.		•

TEAMTHEME KENT

Company Number: 09255333

Skills Assessed:	Cognitive Skills	Physical Development	Physical Fitness	Personal Qualities
		△ Kinaesthetic Awareness		△ Motivation
	△ Problem Solving	Gross & Fine Motor Skills	△ Stamina	△ Confidence
Voor 4	△ Focus & Concentration	Balance & Control	△ Speed	△ Determination
Year - 4	△ Decision Making		△ Core Stability & Strength	
	△ Creativity	△ Coordination	△ Flexibility	△ Leadership & Responsibility
	,	△ Rhythm & Timing		△ Communication
Content				
	Pupils can identify muscle groups	Create and perform a simple	Pupils can select and use the most	Pupils identify ways to use equipme
	used in gymnastic activities	sequence on the floor using mats of up to four elements	appropriate skills, actions or ideas	to enhance their sequences, rolls,
	<ul> <li>Pupils can adapt their sequences to</li> </ul>	to four elements	Pupils can incorporate	shapes and jumps
	include apparatus and to suit partner or	Pupils can balance and hold shapes	counterbalances into sequences	<ul> <li>Pupils perform and evaluate own a</li> </ul>
iymnastics	small groups	on apparatus and wall mobiles		others' sequences.
•			Pupils can perform in unison	
	<ul> <li>Pupils can critic other pupils/group</li> </ul>	<ul> <li>Pupils show clear starting and</li> </ul>		
	work	finishing positions and move smoothly		
		between shapes and actions		
	Pupils can explain what their body	Pupils can apply both	Pupils develop distance and height	Pupils motivate/encourage others
	needs to stay healthy	sprinting/distance running techniques	when jumping	and can lead a small team
				san road a small team
	Pupils can choose a partner to work	Pupils practice and develop standing	Pupils want to challenge themselves	<ul> <li>Pupils can explain how their work is</li> </ul>
	with who is a similar ability and	long jump and increase distance	with greater speeds, distances and	similar and different from that of other
Athletics / Multi-Skills	challenge each other		times	
		Pupils can throw a javelin		Pupils can use observations to
	. Disable describes beginning	understanding start and finish position	Pupils can sustain a pace over 400m	improve their work
	Pupils develop basic tactics			
	<ul> <li>Pupils can lead and organise a team</li> </ul>	<ul> <li>Pupils can pass, receive and shoot the</li> </ul>	Pupils can plan ideas and tactics	<ul> <li>Pupils understand patterns of play-</li> </ul>
	with basic tactics	ball with increasing control	similar across invasion games and	ball is in a certain position where
				should players be
Invasion Games	Pupils understand simple patterns of	Pupils can defend one on one and	Pupils know what they need to	
	play	know when and how to win the ball	improve their game and what they	<ul> <li>Pupils can evaluate how successful their tactics have been, use</li> </ul>
	<ul> <li>Pupils can choose and adapt their</li> </ul>	Pupils score more regularly	need to practice	appropriate language to describe
	techniques to keep possession	- Tuplis score more regularly	• Pupils able to reflect on and develop	performance and identify what they
	teamingues to keep possession	Pupils develop positional awareness	skills to improve	that makes things difficult for their
		and understand specific roles on the		opponents
		field of play		, ,
	Pupils understand attack and defence	Pupils can hit the ball on both sides of	e Pupils demonstrate good footwork to	
	tactics when playing racket sports	the body and above head	cover a court space in a game situation	court to make it easier/harder
	<ul> <li>Pupils understand and can deliver a</li> </ul>	<ul> <li>Pupils can serve using a large landing</li> </ul>	Pupils can develop SAQ activities to	Pupils can explain what they do and
Net & Wall	basic sport specific warm up and cool	area	develop their weaker skills	what they find hard
	down	area	develop their weaker skins	mat and mind mand
		· Pupils can strike the ball at the centre	Pupils design and run activities	• Pupils can play 1v1 and 2v2
		of the racket		
				<ul> <li>Pupils know what they need to</li> </ul>
		Pupils can manipulate the ball, one		practice and can explain the reasons
	Pupils can choose and use simple	bounce 2 bounces, ball keep ups etc • Pupils can use overarm and underarm	• Pupils can maintain a high level of	Pupils can organise fielders and
	tactics for different situations	<ul> <li>Pupils can use overarm and underarm throwing, and catching skills with</li> </ul>	intensity	change to suit batter
		increasing accuracy and distance this		3
	<ul> <li>Pupils can keep, adapt and make</li> </ul>	can include a single bounce	· Pupils can show an understanding for	<ul> <li>Pupils recognise good performance</li> </ul>
	rules for striking and fielding games		adapting across the positions and	and identify the parts of a performar
Striking & Fielding		<ul> <li>Pupils can strike a bowled ball with</li> </ul>	disciplines	that need improving
		movement towards the ball.		B. H
		Pupils can strike the ball at targets		<ul> <li>Pupils can play and score clock cricket and</li> </ul>
		with increased success		Cricket dilu
	•			•
	Please note here any information that is felt r	ecessary for the school to be made aware of.		]
NOTES:	For example recognition of individuals who are		Ipport.	
	recommendations for the school concerning e			
	recommendadons for the school concerning e	диртнепотезоитсез etc.		•

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Skills Assessed:	Cognitive Skills	Physical Development	Physical Fitness	Personal Qualities
	A Duala lana Calvina	△ Kinaesthetic Awareness	A Chamina	△ Motivation
	△ Problem Solving	△ Gross & Fine Motor Skills	△ Stamina	△ Confidence
Year - 5	△ Focus & Concentration	△ Balance & Control	△ Speed	△ Determination
rear 5	△ Decision Making	Coordination	△ Core Stability & Strength	
	△ Creativity		△ Flexibility	△ Leadership & Responsibility
	,	△ Rhythm & Timing	,	△ Communication
Content			T	T
	Pupils can identify muscle groups and	Pupils identify and practise	<ul> <li>Pupils aware of extension, body tension and control.</li> </ul>	Pupils identify ways to use equipm
	exceeding pupils can lead warm up/ cool down	symmetrical and asymmetrical body shapes.	tension and control.	to enhance their sequences, rolls, shapes and jumps
	coordown	sitapes.	Pupils can incorporate	shapes and jumps
	Pupils can adapt their sequences to	• Pupils use and refine the following	counterbalances into sequences in	Pupils can practice and reform
Gymnastics	include apparatus and to suit partner or		groups of 4 or more.	sequences
,	small groups	power and mental focus	3	
	3 P-		Pupils can take weight on hands	Pupils understand and select more
	Pupils can critic other pupils/group	<ul> <li>Pupils develop skills for movement,</li> </ul>	1, 11, 11, 13, 11, 11, 11, 11, 11, 11, 1	relevant actions showing continuity
	work	including rolling, bridging and dynamic		when linking movement
		movement		3
	<ul> <li>Pupils can work in small groups and</li> </ul>	<ul> <li>Pupils can apply tactics and</li> </ul>	<ul> <li>Pupils develop distance and height</li> </ul>	<ul> <li>Pupils motivate/encourage others</li> </ul>
	create ways to develop their	technique for both sprinting/long	when jumping and can understand	and can lead a small team
	techniques across all Athletic	distance races	why these are improving	
	disciplines			<ul> <li>Pupils can explain how their work i</li> </ul>
		<ul> <li>Pupils explore triple jump, high jump</li> </ul>	<ul> <li>Pupils want to challenge themselves</li> </ul>	similar and different from that of oth
thletics / Multi-Skills	<ul> <li>Pupils apply tactics for races</li> </ul>	and long jump	with greater speeds, distances and	
			times	<ul> <li>Pupils can organise and run their or</li> </ul>
	<ul> <li>Pupils can discuss and understand</li> </ul>	<ul> <li>Pupils can throw a javelin, shotput</li> </ul>		station/event
	teamwork when competing	and discus understanding start and	<ul> <li>Pupils can sustain a pace over 600m</li> </ul>	
		finish position		
	Pupils understand the process of			
	<ul> <li>Pupils can lead and organise a team</li> </ul>	Pupils can demonstrate ways to keep	Pupils can change speed, direction	Pupils identify parts of the game the
	with basic tactics	ball away from defenders	with a ball to get away from defender/s	are going well and parts that need
				improving
	Pupils understand simple patterns of	Pupils know how to shield the ball	Pupils know what they need to	
Invasion Games	play in full sided games	B 11 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	improve their game and what they	Pupils can watch and evaluate the
	6 4 1 4 5 5 5 5	Pupils can shoot accurately in a	need to practice	success of the games they play in
	Pupils can change the pitch size to	variety of ways	D. Starling of Green and January	B. The collection of the order
	make games better for their game	D. H I	Pupils able to reflect on and develop	Pupils explain how confident they
		Pupils mark an opponent	skills to improve	feel in different positions
	<ul> <li>Pupils can select and apply preferred</li> </ul>	<ul> <li>Pupils can hit the ball on both sides of</li> </ul>	Pupils demonstrate good footwork to	<ul> <li>Pupils can pay cooperatively with a</li> </ul>
	skills with increasing consistency	the body and above head	cover a court space in a game situation	partner
	Pupils understand practices to help	Pupils can serve	Pupils can develop SAQ activities to	Pupils can explain why they or othe
I-+ 8 M/-II	with precision and consistency and	6.1	develop their weaker skills	are playing well in the games
let & Wall	speed about the court	Pupils can explain the range of shots	B d L c c c c	5 1 1 0 1
		and when they are best played	Pupils design and run activities	Pupils can play 2v1
		• Pupils can manipulate the ball, one		Pupils know what they need to
		bounce 2 bounces, ball keep ups etc		practice and can explain the reasons
		bounce 2 bounces, ball keep ups etc		practice and can explain the reasons
	Pupils can choose and use simple	Pupils can use overarm and underarm	Pupils understand why exercise is	Pupils can organise fielders and
	tactics for different situations	throwing, and catching skills with	good for their fitness, health and well-	change to suit batter
		increasing accuracy and distance this	being	
	<ul> <li>Pupils know how to warm up and cool</li> </ul>	can include a single bounce		<ul> <li>Pupils can play and score clock</li> </ul>
	down with pupils leading		<ul> <li>Pupils can run between wickets/bases</li> </ul>	cricket and score
triking & Fielding		<ul> <li>Pupils can strike the ball into spaces</li> </ul>	effectively	
		and over fielders		<ul> <li>Pupils can play a competitive Cric</li> </ul>
			<ul> <li>Pupils show strength in upper body</li> </ul>	tournament and self officiate
		<ul> <li>Pupils can bowl the ball consistently</li> </ul>	when batting	
		at a small target		
	Please note here any information that in fall	acceptany for the school to be made as well		]
	Please note here any information that is felt n			
IOTES:	For example recognition of individuals who are			
	recommendations for the school concerning ed	quipment/resources etc.		

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Skills Assessed:	Cognitive Skills	Physical Development	Physical Fitness	Personal Qualities
	0.11.01.	△ Kinaesthetic Awareness	0	△ Motivation
	△ Problem Solving	△ Gross & Fine Motor Skills	△ Stamina	△ Confidence
Year - 6	△ Focus & Concentration	△ Balance & Control	△ Speed	△ Determination
rear - 0	△ Decision Making	Coordination	△ Core Stability & Strength	△ Leadership & Responsibility
	△ Creativity		△ Flexibility	
		△ Rhythm & Timing		△ Communication
Content			1	
	Pupils can identify muscle groups and	Pupils identify and practise	Pupils understand core stability and	Pupils identify ways to use equipm
	exceeding pupils can lead warm up/ cool down	symmetrical and asymmetrical body shapes in pairs	strength	to enhance their sequences, rolls,
	cool down	snapes in pairs	Pupils can incorporate	shapes and jumps
	Pupils can adapt their sequences to	• Pupils can use the full range of	counterbalances into sequences in	Pupils plan, practice, improve and
ymnastics	include apparatus and to suit partner or		groups of 4 or more.	refine performance
,	small groups		3	
	j 1	· Pupils can include 5-8 movements in	<ul> <li>Pupils can take weight on hands</li> </ul>	Pupils understand and select more
	<ul> <li>Pupils can move all apparatus safely</li> </ul>	a sequence with considered transitions		relevant actions showing continuity
	and develop routines using		<ul> <li>Pupils are confident when rolling</li> </ul>	when linking movement
	D. St	D. St I restrated	But I do do discount distribu	B. T
	<ul> <li>Pupils can say why some athletic activities can improve strength, power</li> </ul>	<ul> <li>Pupils can apply tactics and technique for both sprinting/long</li> </ul>	<ul> <li>Pupils develop distance and height when jumping and can understand</li> </ul>	<ul> <li>Pupils can make a team plan and communicate it to their group</li> </ul>
	or stamina and explain how these can	distance races	why these are improving	communicate it to triell group
	help their performance in other types		, areae are improving	<ul> <li>Pupils can apply all skills, technique</li> </ul>
	of activity	Pupils develop and execute triple	Pupils want to challenge themselves	and ideas consistently
thletics / Multi-Skills		jump, high jump and long jump	with greater speeds, distances and	
	Pupils can create their own success	increasing height and distance	times	• Pupils can organise and run their o
	criteria for evaluating			station/event
		<ul> <li>Pupils can throw with greater control,</li> </ul>	<ul> <li>Pupils can sustain a pace over 800m</li> </ul>	
	<ul> <li>Pupils understand the process of</li> </ul>	accuracy and efficiency		
	warming up and cooling down and can			
nvasion Games	Pupils can choose the current	Pupils understand different ways of	Pupils can demonstrate flexibility at	Pupils Understand there are different
	formations and tactics for attack and	attacking and encourage them to use	saving a moving ball	skills for different situations and can
	defence	positions for their team carefully	a Punils understand what makes a good	apply them across sports
	• Pupils understand different ways of	• Pupils can play sports with full squad	<ul> <li>Pupils understand what makes a good warm up and can lead</li> </ul>	<ul> <li>Pupils can explain why they or oth</li> </ul>
	attacking and encourage them to use	sizes 11v11, 7v7 etc	warm up and carriedd	are playing well in a variety of areas
	positions for their team carefully	5.265 1.171.1,777 616	Pupils know how to check playing	attack and defend
	,	• Pupils can move into space to help	area for health and safety	
	<ul> <li>Pupils understand the strengths</li> </ul>	support a team	,	· Pupils can organise and officiate a
	required to fulfil certain playing	• •		tournament
	positions	<ul> <li>Pupils can defend an opponent</li> </ul>		
	<ul> <li>Pupils can control a racket whilst</li> </ul>	<ul> <li>Pupils can serve effectively</li> </ul>	<ul> <li>Pupils can adapt to court size</li> </ul>	<ul> <li>Pupils can play doubles and</li> </ul>
	asked to perform tasks			communicate effectively
Net & Wall		Pupils understand the full range of	Pupils know where to stand when	<ul> <li>Pupils can devise a scoring system</li> </ul>
	Pupils demonstrate control and	shots and the most suitable time to use	attacking and defending	Buth advanced by the design
	discipline in their racket speed	in a game	. Dunile about an interest of	Pupils understand how to change
	Pupils can move anticipate their	Pupils can serve overarm	<ul> <li>Pupils show an intensity of performance to match playing partner</li> </ul>	court to facilitate development
	opponent	rupiis cari serve overaim	performance to match playing partner	• Pupils can play doubles
		Pupils can move effectively around		
	Pupils demonstrate good footwork to			
	cover a court space in a game situation			
	<ul> <li>Pupils develop an understanding of</li> </ul>	<ul> <li>Pupils can bowl overarm with a run up</li> </ul>	Pupils can attack the ball with and	<ul> <li>Pupils use and adapt rules, strateg</li> </ul>
	tactics and begin to use them in game		without aggression	and tactics, using their knowledge of
	situations	Pupils can throw a tennis ball at a		basic principles of batting and field
	B 11	target with consistent accuracy	Pupils can select the correct position	5 1 1
wiking 9. Eigldig -	Pupils can concentrate fully whilst in	- Double Edward - For Fred	in the fielding zone	<ul> <li>Pupils evaluate strengths and weaknesses in their own and others</li> </ul>
riking & Fielding	the fielding zones	Pupils are confident in bowling both	. Duraila con de cata a deba internata.	
	• Pupils understand the rules fully and	underarm for Rounders and overarm cricket (with a controlled single	<ul> <li>Pupils understand the intensity needed for fielding</li> </ul>	performances and suggest improvements
	can score	bounce)	necessarior neraing	p.ovements
	can score	bounce)		<ul> <li>Pupils can play a competitive Crick</li> </ul>
				tournament and self officiate
				•
	Please note here any information that is felt n	ecessary for the school to be made aware of.		
	and the second s	outstanding, individuals in pood of particular su	innort	
OTES:	For example recognition of individuals who are	outstanding, individuals in need of particular sc	.ppo.q	
OTES:	For example recognition of individuals who are recommendations for the school concerning ed		ppo 4	

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