PE	GAMES FMS - Fundamental Skills						GAMES / CO-ORDINATION / GYMNASTICS				DANCE		ATHLETICS	OAA
Reception Strand	**FMS**	**FMS**	**FMS**	**FMS**	**FMS**	**FMS**	**An Adventure with the Emergency Services**	**Fantasy Fairy Tale**	**A Day on the Farm**	**An Encounter with Pirates**	**Dance**	**Dance**		
Skills	To jump for distance. To land appropriately. To hop on both feet To underarm throw for distance To overarm throw for distance To catch with increasing accuracy To climb with confidence under, over and through climbing equipment.	To throw under arm. To roll a ball. To jump and land appropriately. To perform a variety of gymnastic rolls. To climb up and down apparatus using alternate feet. To revise fundamental movement skills covered in the unit	To perform the basic skill of jumping. To travel in a variety of ways low to the ground. To travel around the space hopping and skipping. To catch a large ball. To travel under, over and through balancing and climbing equipment. To pull themselves up on climbing equipment. To revise fundamental movement skills covered in the unit	To perform the basic skill of jumping To travel in a variety of ways low to the ground. To travel over, under and through balance and climbing equipment. To balance on a range of body parts. To throw under arm. To roll in a variety of ways. To revise fundamental movement skills covered in the unit	To experiment with different ways of moving. To use increasing control over an object by touching, pushing, patting, throwing, or catching. To move with control and co-ordination To use a range of small and large equipment To jump and land appropriately. To roll in a variety of ways. To roll a ball accurately. To climb up and down apparatus using alternate feet. To revise fundamental movement skills covered in the unit.	To balance on small body parts. To travel on hands and feet. To show increasing control over an object pushing and patting it. To perform a variety of gymnastic rolls. To show increasing control over an object pushing and patting it. To underarm throw with some accuracy. To revise fundamental movement skills covered in the unit	This unit follows a story and include games and activities linked to competition, co-ordination, movement, challange, creativity, team work, balance and healthy lifestyle.	This unit follows a story and include games and activities linked to competition, co-ordination, movement, challange, creativity, team work, balance and healthy lifestyle.	This unit follows a story and include games and activities linked to competition, co-ordination, movement, challange, creativity, team work, balance and healthy lifestyle.	This unit follows a story and include games and activities linked to competition, co-ordination, movement, challange, creativity, team work, balance and healthy lifestyle.	To listen carefully to the poem and be creative with our movements. To move safely in space taking care of ourselves and others (heads up, eyes forward, control speed) To be creative in our use of travelling movements To show use of different levels in our travelling movements To move safely in space taking care of ourselves and others (heads up, eyes forward, control speed) To work well in pairs showing good listening To use the pictures to come up with creative and imaginative actions To understand what a good performance is To give useful feedback to our partner To improve our own performance based on	To move safely in space taking care of ourselves and others (heads up, eyes forward, control speed) To use a mind map to help us move like different Seasons that we know (show different types of travel showing good timing and use of levels) To listen carefully to the poem and be creative with our movements To move safely in space taking care of ourselves and others (heads up, eyes forward, control speed) Be creative in our use of travelling movements To show use of different levels in our travelling movements To work well in pairs showing good listening To use the pictures to come up with creative and imaginative actions Teacher led stretches to encourage flexibility, extension and balance and posture To understand what a good performance is To give useful feedback to our partner To improve our own performance based on partner feedback		
Y1 Strand	**FMS** **General**	**FMS** **Rolling a ball**	**FMS** **Catching + bouncing a ball**	**FMS** **Underarm throw**	**FMS** **Overarm throw**	**FMS** **Kicking**			**Gymnastics**	**Gymnastics**	**Dance**	**Dance**	**Athletics**	
Skills	To demonstrate the FMS of underarm throwing and hopping. To demonstrate the FMS of jumping and skipping. To demonstrate the FMS of an catching and bouncing a ball. To demonstrate the FMS of rolling a ball and kicking. To demonstrate the FMS of running and overarm throw.	To demonstrate rolling a ball with some accuracy. To demonstrate rolling different equipment with some accuracy. To show the skill of rolling equipment in different ways. To demonstrate a simple tactic in a rolling game. To show two simple tactics in a game.	To demonstrate catching a ball with some accuracy. To demonstrate catching and bouncing a ball with some accuracy. To show a simple tactic in a game. To apply a simple tactic in a game.	To demonstrate an underarm throw with some accuracy. To show a side gallop. To demonstrate an underarm throw with some accuracy. To demonstrate a simple tactic in a game. To show two simple tactics in a game.	To demonstrate an overarm throw with some accuracy. To demonstrate an overarm throw with some accuracy. To demonstrate an overarm throw with some accuracy in a game. To show a fast running technique. To demonstrate a simple tactic in a game	To explore different ways of kicking objects To explore different ways of kicking objects with increased acuracy and control To kick objects with increased accuracy To receive a kick with control Know that being active is good for them To explore kicking with a variety of equipment To choose skills effectively for a game			To demonstrate a travel and pencil roll To show a jump 2 feet to 2 feet with a straight shape To demonstrate travelling actions i.e. frog & bunny hop. To show an egg roll To show a jump 2 feet to 2 feet with a tuck shape. To demonstrate travelling actions To show a travel and roll with a shape To jump 2 feet to 2 feet with a wide shape To apply the skills of travelling, rolling, jumping into a sequence. To apply the skills of travelling, rolling, and jumping into a sequence with two different shapes. To show the skills of travelling, rolling, and jumping into a sequence with two different shapes using apparatus.	To demonstrate different shapes in a sequence. To demonstrate a sequence using travelling, and 3 balances. To demonstrate a sequence using travelling, and 2 balances on large body parts. To demonstrate a sequence using travelling, balance and 2 rolling actions. To show a sequence using the skills of travelling, balance and 3 jumps on the floor and apparatus. To show the skills of combining travelling, rolling, balancing and jumping into a sequence using apparatus.	To convey a character linking two movement ideas. To convey a contrasting character, linking movement ideas. To work with a partner to convey contrasting characters. Link travelling actions with a stillness to convey events within the story Link sequences together to retell the story.	To link movements to show different character of a variety of different toys. To convey the different emotions within a relationship. To link travel, turn and stillness within a sequence depicting a different mood. To travel from one space to another using different pathways and levels. To work in a group to create a sequence. To combine all the dance sequences in order to retell aspects of the story.	To show a hopping skill with rhythm. To demonstrate rolling a ball with some accuracy. To show running and changing direction quickly. To demonstrate throwing underarm with some accuracy. To demonstrate jumping as far as possible and landing safely with control. To show good posture when running fast. To demonstrate rolling a ball with some accuracy and control. To complete a running and jumping course. To demonstrate the skills of running and changing direction.	
Y2 Strand	**FMS** **Kicking**	**Games**	**FMS** **Bounce a ball**	**Games** **Playground games**	**FMS** **End of KS1 assessment**	**Net wall games**			**Gymnastics**	**Gymnastics**	**Dance**	**Dance**	**Athletics**	**OAA**
Skills	To explore different ways of kicking objects To explore different ways of kicking objects with increasing accuracy and control. That being active is good for them and fun. To kick objects with increased accuracy. To receive a kick with control. To kick objects with increased accuracy. To receive a kick with control. To intercept a ball. To explore kicking with a variety of equipment. To choose skills effectively for a game. To explore kicking with a variety of equipment. To choose skills effectively for a game.	To demonstrate an underarm throw with some accuracy. To show catching a ball with control. To throw underarm with accuracy then move into a space. To catch a ball with control. To demonstrate passing a ball with some accuracy then moving into a space. To show a simple tactic in a game To pass a ball with some accuracy then move into a space. To use a simple tactic in a game.	To demonstrate bouncing a ball with some control. To demonstrate bouncing a ball with some control while moving. To demonstrate bouncing a ball and passing in a simple game. To demonstrate throwing a ball at a target with some accuracy. To demonstrate passing a ball with accuracy then move into a space. To use a simple tactic in a game. To show a simple tactic in a game.	To develop the skill of dodging/changing direction when playing a tig game. To develop the skill of hopping when playing a game. To demonstrate catching a ball with some control. To throw underarm with some accuracy To throw a ball underarm to a partner with some accuracy. To catch a ball. To demonstrate a side gallop. To show the ready position To perform a side gallop. To catch a ball from the ready position. To strike a ball with some accuracy To strike a ball to a partner. To apply a simple tactic in a net/wall	To throw underarm accurately into a target. To throw as far as possible. To throw overarm accurately. To throw overarm for distance. To run as fast as possible To throw using a push and two handed throw for distance. To jump for distance with control. To kick a ball for distance. To catch a ball. To complete an obstacle course. To throw underarm for accuracy. To throw overarm for distance. To throw underarm for accuracy. To throw overarm for distance. To complete an obstacle course with speed and agility.	To demonstrate how to catch a ball. To show a side gallop with some rhythm. To show the ready position To demonstrate how catch a ball To show how to hold a bat To demonstrating catching a ball from the ready position. To strike a ball to a partner To strike a ball with some accuracy. To apply a simple tactic in competitive fours. To strike a ball with accuracy. To apply a simple tactic in a net/wall game. To demonstrate a simple tactic in a net/wall game to outwit an opponent.			To demonstrate jumping actions with different shapes in the air. To show travelling actions using hands and feet. To demonstrate balancing on large body parts. To show an egg roll, pencil and teddy bear roll. To create and demonstrate a sequence using rolling, jumping and travelling. To perform jumping and rolling actions. To create a sequence using rolling, jumping and travelling. To create a sequence using travelling, balancing rolling, and jumping.	To demonstrate jumping actions with different shapes in the air. To show travelling actions using hands and feet. To demonstrate balancing on large body parts. To show an egg roll, pencil and teddy bear roll. To create and demonstrate a sequence using rolling, jumping and travelling. To perform jumping and rolling actions. To create a sequence using rolling, jumping and travelling. To create a sequence using travelling, balancing rolling, and jumping.	To move safely and creatively in space. To use the words from the mind map to help us move in different ways To develop creative ideas using the words in the mind map as our stimulus (start point/inspiration) To focus on our timing and performing the completed motif in unison. To creatively turn the action from our motif into travelling movements To show use of different levels in our travelling movements To show different pathways in our travelling movements. To work well in pairs showing good cooperation skills and give useful peer feedback. To use a prop as a stimulus for creative and imaginative actions Show use of level, direction and unison when creating and performing pairs section. To work well in pairs showing good cooperation skills and give useful peer feedback To use the poem as a stimulus for creative and imaginative actions Show use of level, direction and unison when creating and performing pairs section. To understand what makes a good performance To give useful feedback to our partner To improve our own performance based on feedback.	To explore actions related to work. Link two travelling actions to a gesture. To explore contrasting gestures and travelling actions. To explore and travel along different pathways. To explore fighting actions. To link movements through travel, jump, turn, gesture and stillness. Children work as individuals, pairs, small groups and a class to convey the story through movement using travel, jump, turn, gesture and stillness.	To throw underarm accurately into a target. To throw as far as possible. To throw overarm accurately. To throw overarm for distance To throw using a push and two handed throw for distance. To jump for distance with control. To throw using an underarm and overarm throw for distance and accuracy. To throw underarm for accuracy. To throw overarm for distance. To complete an obstacle course with speed and agility.	Able to take responsibility for self and others. Able to respect, trust and care for each other. Can remember objects on a trail. To cooperate and work together as a team. Can work with a partner to undertake an adventurous journey. Can work with others to complete a journey within the school grounds. Can work collaboratively to record answers. Can work with others to complete a journey within the school grounds and mark a control card correctly. Can make decisions about how to navigate safely, to a control site.
Y3 Strand	**FMS catch up** **Kicking**	**FMS catch up** **Rolling with accuracy**	**FMS Catch Up** **Underarm Throw**		**Net and Wall**	**Striking + Fielding Games** **Cricket**			**Gymnastics**	**Gymnastics**	**Dance**	**Dance**	**Athletics**	**OAA**
Skills	To demonstrate bowling a ball underarm with accuracy. To apply simple tactics in a modified striking and fielding game To explore different ways of kicking objects with increasing accuracy and control. To kick objects with increased accuracy. To receive a kick with control. To kick objects with increased accuracy. To receive a kick with control. To intercept a ball. To explore kicking with a variety of equipment. To choose skills effectively for a game.	To demonstrate rolling a ball with some accuracy. To demonstrate rolling different equipment with some accuracy. To show the skill of rolling equipment in different ways. To demonstrate a simple tactic in a rolling game. To show two simple tactics in a game.	To demonstrate an underarm throw with some accuracy. To show a side gallop. To demonstrate an underarm throw with some accuracy at different targets. To demonstrate a simple tactic in a game. To show two simple tactics in a game.		Explore different throwing actions. To consolidate throwing actions and practise catching. Explore different ways of throwing. Consolidate catching skills. To suggest ideas and practices to improve their play. Strike the ball using their hand or small bat. Improve movement skills and body positions. Familiarise them with a racquet and practise striking skills using a racquet. To devise their own game. Consolidate striking and ball control skills.	To demonstrate an underarm throw with accuracy. To catch a ball. To demonstrate how to throw a ball underarm with some accuracy. To catch a ball in a striking and fielding game. To demonstrate how to strike a ball from a batting tee or drop feed. To demonstrate bowling a ball underarm. To demonstrate striking a ball from a batting tee or drop feed. To apply simple tactics in a modified competitive game. To strike a ball from a bowler, tee or drop feed.			To demonstrate travelling with control on 4 points. To show balances on 2 and 3 points of the body. To show balances with stillness on 1,2,3 and 4 points of the body. To combine actions of travelling and balance. To demonstrate basic rolls with accuracy and control. To move from one action to another smoothly. To demonstrate jumping and landing safely. To create and demonstrate a sequence to a partner. To create and demonstrate a gymnastic sequence of at least six actions using travelling, rolling, jumping and balancing on small body parts.	To adapt and demonstrate a gymnastic sequence of at least six actions using travelling, rolling, jumping and balancing on small body parts with a change of direction and speed. To show different travelling and balancing actions using the apparatus. To use the apparatus to perform jumping actions. To evaluate successful transitions between actions. To use the apparatus to perform rolling actions. To demonstrate successful transitions between travelling, balancing on small body parts, jumping and rolling. To evaluate successful transitions between travelling, balancing on small body parts, jumping and rolling.	To share what we know about the theme To creatively use the words from the mind map to help us move in different ways Show good timing, posture, and extension To use the actions from the motif creatively, using different body parts and movements Show changes in level and pathway when travelling Show good timing and control To work in pairs and use pictures as a stimulus to develop a 16-count pairs section to add to our performance piece To use the pictures creatively To show use of mirror image and changes in level To work co-operatively To work well in groups showing good co-operation skills To use a poem as a stimulus for creative and imaginative actions Show use of canon and changes in formation To work well in groups, showing good co-operation skills and providing useful peer feedback To use a poem as a stimulus for creative and imaginative actions	Pupils can copy movements accurately and can work as a team to create a still, connected shape with their bodies. Pupils can articulate their ideas well. Pupils can suggest verbs (actions) to taking from the chapter and can be perform their own interpretation of these. They can teach a movement to others. Pupils can demonstrate unusual movement and can keep in time with others and the music. Pupils will perform a well-structured duet which expresses character and explores patterning and timing. Pupils perform all dances created in the scheme, in a well-organised structure using teamwork skills and character.	To throw using a pull action. To explore different running techniques. To perform the sling throwing action. To develop jumping actions (two feet to two feet for distance). To throw using a push action. To throw for distance using a pull, push and sling throw. To pass a quoit/baton to a teammate in a relay. To perform a hop, step and jump. To perform pull, push and sling throw. To perform a combination of 5 jumps.	To demonstrate working as part of a team to solve challenges. To demonstrate cooperating and working together as a team to complete challenges. To show encouragement and support to team members. To demonstrate concise instructions To explain how they worked as a team to solve challenges To demonstrate how to work as a team using individual strengths. To explain how they chose their team roles.
Y4	**Inv games -**	**Target games**			**Net wall games**	**Striking + Fielding Games**			**Gymnastics**	**Gymnastics**	**Dance**	**Dance**	**Athletics**	**OAA**

PE	GAMES FMS - Fundamental Skills						GAMES / CO-ORDINATION / GYMNASTICS				DANCE		ATHLETICS	OAA
Strand	**Touch Ball**	**Boccia**				**Rounders**							**Track**	
Skills	To send and receive a ball in a game To play traditional Roman ball games To send and receive a ball in a game To apply simple tactics To revise simple tactics in an invasion game	To show different ways of how to propel a boccia ball (bean bag) towards a target. To demonstrate sending a ball into a target with accuracy. To play simple boccia type games using simple tactics. To send a boccia ball towards a target with accuracy. To play boccia using simple tactics. To send a boccia ball towards a target with accuracy.			To know why warming up is important. To consolidate throwing actions To suggest ideas and practices to improve their play Strike the ball using their hand or small bat. Strike the ball using their hand or small bat. Choose a range of simple tactics to use in a simple game. To develop range of striking skills suitable for net/wall type activities.	To demonstrate an underarm throw with accuracy. To demonstrate how to throw a ball underarm with some accuracy To catch a ball in a striking and fielding game To strike a ball from a tee or a drop feed. To catch a ball in striking and fielding game. To strike a ball from a tee or a drop feed. To apply a simple tactic in a striking and fielding game. To demonstrate bowling a ball underarm with accuracy. To apply simple tactics in a modified striking and fielding game			To demonstrate travelling actions on feet and hands and feet. To show balances in front and back support positions. To demonstrate the dish and arch shape. To combine travelling, jumping and balancing actions. To demonstrate basic rolling actions. To plan and perform a simple sequence to include travel, rolling, and jumping. To demonstrate balance on one foot and arabesque. To plan and perform a simple sequence to include travel, rolling, balance and jumping. To create and demonstrate a gymnastics sequence of 6 actions. To teach a sequence to a partner and make simple assessments of quality of their performance. To show a sequence of six moves that meets Level 1 competition criteria.	To show a mirrored shape with a partner. To create a sequence of gymnastic actions with a partner. To show a matched balance with a partner. To create a sequence of gymnastic actions with a partner. To create a sequence of gymnastic actions including matched shapes and mirrored shapes with a partner. To create a sequence of gymnastic actions including matched shapes and mirrored shapes with a partner using apparatus. To create a sequence of gymnastic actions including matched shapes and mirrored shapes with a partner using apparatus.	To share what we know about the theme. To creatively use the words from the mind map to help us move in different ways Show good timing, posture, and extension To use the actions from the motif creatively using different body parts and movements Show changes in level and pathway when travelling Show good timing and control. To work in pairs and use pictures as a stimulus to develop a 16-count pairs section to add to our performance piece To use the pictures creatively To show use of mirror image and changes in level To work co-operatively To work well in groups showing good co-operation skills To use a poem as a stimulus for creative and imaginative actions Show use of canon and changes in formation To work well in groups showing good cooperation skills and provide useful peer feedback. To use the poem a stimulus for creative and imaginative actions Show use of Canon and changes in Formation when creating and performing group section To understand what makes a good performance To give useful feedback to our partner To improve our own performance based on feedback	To select travelling actions to convey different characters, along varied pathways. To use a range of traveling steps following a planned pathway. To create a sequence with a partner. To link sequences together. To create a mirrored sequence with a partner that tells a story. To explore the qualities of different characters. To create a full performance from both of the sequences made and demonstrate strong character skills throughout.	To throw using a pull action. To explore different running techniques. To throw using a push action. To perform the sling throwing action. To develop jumping actions (two feet to two feet for distance). To throw for distance using a pull, push and sling throw.. To pass a quoit/baton to a teammate in a relay. To perform a hop, step and jump. To perform pull, push and sling throw. To perform a combination of 5 jumps. To perform pull, push and sling throw. To perform a combination of 5 jumps.	To demonstrate with a partner how to solve trust challenges Can work with others to complete a journey within the school grounds. To know how to use a control card. To navigate safely to each control site. To show how to keep a map "set"" or "orientated". To know some of the symbols on a orienteering map Self-discipline - To listen to and respect the agreed rules Trust - To believe your partner will keep you safe Communication – Can share responsibilities for the task with others in my group Self-discipline - To respect the rules and manage my emotions.
Year 5		**Invasion Games 5P**			**Net and Wall 5W & 5P**	**Striking + Fielding 5W**			**Gymnastics 5W & 5P**	**Gymnastics 5W & 5P**	**Dance 5W & 5P**		**Athletics 5W & 5P**	**OAA 5W**
Strand		**Netball**				**Cricket**							**Track**	
Skills		To demonstrate passing and catching a netball with consistency, accuracy and control. To demonstrate a shoulder pass. To shoot a netball with some accuracy. To apply simple tactics when playing a netball type game. To apply simple tactics with and without the ball when playing a netball-type game. To apply simple tactics when playing a netball-type game, including defending.To apply simple attacking and defending tactics when playing a netball-type game.			To demonstrate a forehand shot with some consistency. To demonstrate a forehand and backhand shot with some consistency. To direct the shuttlecock reasonably well to their partner to continue a rally. To demonstrate a simple tactic in a net type game. To play the game for the core task and incorporate tactics to score points.	To demonstrate bowling underarm with accuracy. To catch a ball when fielding. To strike a ball with a cricket bat off a tee. To bowl overarm with accuracy. To demonstrate a bowl overarm with accuracy. To strike a ball with a cricket bat off a tee with consistency. To bowl overarm with accuracy in a game. To apply a tactic in a cricket type game. To demonstrate bowling overarm with accuracy in a game. To strike a ball with a cricket bat in a game. To demonstrate bowling overarm with accuracy and consistency in a game. To apply tactics in a modified competitive cricket game.			To perform partner balances. To create a simple sequence of matched and mirrored partner balances. To perform a range of counter-balance actions with a partner. To know the difference between counter balance and counter tension. To perform a range of counter-tension actions with a partner. To create a gymnastic sequence with counter balances and counter tension with a partner. To create a gymnastic sequence with counter balances and counter tension with a partner. To evaluate and recognise their own success.	To adapt a gymnastic sequence using apparatus and perform it with a partner. To create a gymnastic sequence with counter balances and counter tension with a partner using canon. To create a gymnastic sequence with counter balances and counter tension with a partner in canon using apparatus. To create a gymnastic sequence with counter balances and counter tension with a partner in canon and unison using apparatus. To create a gymnastic sequence with counter balances and counter tension with a partner in canon and unison using apparatus.	To develop a motif demonstrating some agility, balance, coordination and precision. To creatively change static actions into travelling movements. To show different levels, pathways and directions when I travel. To communicate effectively with a partner. To communicate effectively within a group. To evaluate the work of others using simple technical language.		To perform running techniques for short and long distances. To perform a pull and push throw. To take off and land one foot to one foot (same and other). To perform a pull throw. To develop running for a distance. To take off and land one foot to two. To perform a push throw. To develop running for speed. To take off and land using a combination of jumps. To perform a sling throw. To develop running techniques at different speeds.To take off and land using a hop, step and jump. To perform a heave throw. To develop running techniques. To take part in an athletics event and recording times and distances.	To demonstrate how to keep a map set when moving. To demonstrate how to "set or "orientate" a map when moving around a simple course. To plan an efficient route around a simple course. To demonstrate how to get around a simple course using the 8 points of a compass. To plan a route to a control. To find the correct control marker using a map. To find the correct control marker using a map during a score event. To plan a route on which control markers to visit and how to get there. To record answers accurately. To navigate to a control markers during a score event. To make decisions about which control markers to visit in the time
Y6	**Inv games**		**Invasion Games**	**Creative Games**	**Net and Wall**	**Striking + Fielding Games**			**Gymnastics**	**Gymnastics**	**Dance**	**Dance**	**Athletics**	**OAA**
Strand	**Rugby**		**Football**		**Tennis**	**Rounders**								
Skills	To pass a ball backwards with accuracy to a teammate. To apply simple tactics when playing a rugby-type game. To apply simple attacking tactics when playing a rugby-type game. To kick a rugby ball with some accuracy and confidence. To apply simple attacking and defending tactics when playing a rugby-type game. To apply simple tactics when playing a competitive rugby-type game.		To develop dribbling with a ball. To develop sending skills. To develop travelling with a ball. To develop shooting skills. To develop tactics in a modified invasion game. To evaluate success. To understand the need to play games in a variety of ways to ensure fairness.	To dribble a ball. To pass and receive a pass using a variety of skills. To select and apply appropriate tactics when playing different invasion games. To create rugby type game and select and apply tactics to outwit an opponent. To work as a team to solve a tactical problem through designing a unique invasion game. To adapt an invasion game to include positions and attacking/defending options. To apply simple attacking and defending tactics when playing an invasion type game.	To demonstrate a forehand shot with some consistency. To demonstrate a forehand and backhand shot with some consistency. To direct the ball reasonably well to their partner to continue a rally. To demonstrate a simple tactic in a net type game (i.e. To be able to hit the ball to targets away from their partner. To play the game for the core task and incorporate tactics to score points.	To demonstrate bowling underarm with accuracy. To catch a ball when fielding. To strike a ball with a bat. To throw a ball overarm when fielding To demonstrate a bowl underarm with accuracy. To strike a ball with a bat off a tee. To demonstrate an overarm throw when fielding a ball. To explain where to strike a ball in a game. To demonstrate bowling with accuracy in a game. To use tactics in a rounders type game. To demonstrate bowling underarm with accuracy in a game. To strike a ball with a bat. To use tactics in a rounders game.			To adapt a gymnastic sequence using apparatus and perform it with a partner. To create a gymnastic sequence with counter balances and counter tension with a partner using canon. To create a gymnastic sequence with counter balances and counter tension with a partner in canon using apparatus. To create a gymnastic sequence with counter balances and counter tension with a partner in canon and unison using apparatus.	To perform shapes and balances with a partner. To demonstrate counter balance and counter tension paired balances using apparatus. To demonstrate a group counter balance. To create a gymnastic sequence with counter balances and counter tension with a partner. To create a gymnastic sequence with counter balances and counter tension in a group. To create a gymnastic sequence with counter balances and counter tension with a partner. To demonstrate paired and group counter balances in unison. To create a sequence of gymnastic actions, paired and group balances.	To create a solo and demonstrate decision-making skills in the creation of a new dance with a partner. To create a well-structured group dances depicting their planet. To have a group dance that follows a narrative. To create dances using different formations and performed in unison. To demonstrate creative skills and decision making in the creation of a new duet. To select, structure, rehearse and performe their dances, demonstrating a broad range of skills acquired throughout the scheme.	To develop a motif demonstrating some agility, balance, coordination and precision. To show different levels, pathways and directions when I travel. To communicate effectively with a partner. To communicate effectively within a group. To improve ideas. To evaluate the work of other's using simple technical language.	To perform running techniques for short and long distances. To perform a pull and push throw. To take off and land one foot to one foot (same and other). To perform a pull throw. To develop running for a distance. To take off and land one foot to two. To perform a push throw. To develop running for speed. To take off and land using a combination of jumps. To perform a sling throw. To develop running techniques at different speeds. To take off and land using a hop, step and jump. To perform a heave throw. To develop running techniques. To take part in an athletics event and record times and distances	To demonstrate how to keep a map set when moving. To plan an efficient route around a simple course. To demonstrate how to "set or "orientate" a map when moving around a simple course. To demonstrate how to get around a simple course using the 8 points of a compass. To plan a route to a control. To find the correct control marker using a map. To find the correct control marker using a map during a score event. To plan a route on which control markers to visit and how to get there. To record answers accurately. To navigate to a control markers during a score event. To make decisions about which control markers to visit in the time