Chesham Bois CE School PE Skills Progression

By the end of each Key Stage, children are expected to:

EYFS	KS1	KS2
Early Learning Goals: *Moving and Handling:* Children show good control and co- ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing. *Health and Self-care:* Children know the importance for good health of physical exercise, a healthy diet and talk about the ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.	Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co- operative physical activities, in a range of increasingly challenging situations. *Pupils should be taught to:* • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement patterns	Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. *Pupils should be taught to:* • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounder's and tennis], and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Football Autumn 1	Pupils will explore their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both feet and kicking a ball. Pupils will have the opportunity to work independently, in pairs and small groups. Pupils will be able to explore their own ideas in response to tasks. • I am beginning to catch with two hands. • I can roll and throw with some accuracy towards a target. • I can track a ball that is coming towards me. • I am beginning to dribble a ball with my hands and feet. • I can work co-operatively with a partner. • I can say when someone was successful. • I can recognise changes in my body when I do exercise. • I am beginning to understand simple tactics.	Pupils will develop their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball. Pupils will have the opportunity to work independently, in pairs and small groups. Pupils will be able to explore their own ideas in response to tasks. Pupils will also develop the basic skills required in invasion games like football such as sending, receiving and dribbling a ball. They develop their understanding of attacking and defending and what being 'in possession' means. They learn how to score points in these types of games and how to play to the rules. They work in a small group and begin to self-manage their own games, showing respect and kindness towards their teammates and opponents. • I can dribble a ball with my feet with increasing control. • I can send and receive a ball with increasing consistency with my feet. • I can move with a ball towards my goal. • I can find space away from others when playing games. • I can stay close to another player to try to stop them from getting the ball. • I can describe how my body feels during exercise. • I understand the rules and can use them to keep a game going. • I understand what to do when I am an attacker and a defender.			Pupils will improve their defending and attacking play, developing further knowledge of the principles and tactics of each. Pupils will begin to develop consistency and control in dribbling, passing and receiving a ball. They will also learn the basics of goalkeeping. Pupils will evaluate their own and other's performances, suggesting improvements. They will learn the importance of playing games fairly, abiding by the rules of the game and being respectful of their teammates, opponents and referees. •I can dribble, pass, receive and shoot the ball with some control under pressure. • I understand there are different skills for different situations, and I am beginning to apply this. • I can communicate with my team and move into space to keep possession and score. • I can often make the correct decision of who to pass to and when. I can use tracking and intercepting when playing in defence. • I can identify how different activities can benefit my physical health. • I can identify when I was successful and what I need to do to improve. • I can use feedback provided to improve my work. •I know what position I am playing in and how to contribute when attacking and defending. • I understand the rules of the game and I can apply them honestly most of the time. • I understand the need for tactics and can identify when to use them in different situations.	Pupils will improve their defending and attacking play, developing further knowledge of the principles and tactics of each. Pupils will begin to develop consistency and control in dribbling, passing and receiving a ball. They will also learn the basics of goalkeeping. Pupils will evaluate their own and other's performances, suggesting improvements. They will learn the importance of playing games fairly, abiding by the rules of the game and being respectful of their teammates, opponents and referees. •I can dribble, pass, receive and shoot the ball with increasing control under pressure. • I can select the appropriate action for the situation and make this decision quickly. • I can create and use space to help my team. • I can use marking, tackling and/or interception to improve my defence. I understand that there are different areas of fitness and how this helps me in different activities. • I recognise my own and others strengths and areas for development and can suggest ways to improve. • I can use feedback provided to improve the quality of my work. • I can use the rules of the game consistently to play honestly and fairly. • I can work collaboratively to create tactics with my team and evaluate the effectiveness of these situations.

Fitness Autumn 1			Pupils will take part in a range of fitness challenges to test, monitor and record their data. They will learn to understand different components of fitness; speed, stamina, strength, coordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve their fitness levels. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas for improvement and suggest activities that they could do to do this. Pupils will be encouraged to work safely and with control when performing new tasks. •I can collect and record personal fitness data and I can recognise my strengths. • I can complete exercises with control. • I can persevere when I find a challenge is hard. • I can provide feedback using key words. • I can use key points to help me to improve my sprinting technique. • I can work safely with others. • I show balance when changing direction. • I understand the benefits of exercise.	Pupils will take part in a range of fitness challenges to test, monitor and record their data. They will learn to understand different components of fitness; speed, stamina, strength, coordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve their fitness levels. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas for improvement and suggest activities that they could do to do this. Pupils will be encouraged to work safely and with control when performing new tasks. •I can collect and record personal fitness data and identify areas I need to improve. • I can explain what happens to my body when I exercise and how this helps to make me healthy. • I can use key points to help me to improve my sprinting technique. • I share ideas and work with others to manage activities. • I show balance when changing direction at speed. • I show control when completing activities to improve balance. • I show determination to continue working at over a period of time. • I understand there are different areas of fitness and that each area challenges my body differently.		

Tag Rugby Autumn 2	Pupils will develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. Pupils will be given opportunities to work with a range of different sized balls. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by rules to keep themselves and others safe. • I am beginning to send and receive a ball with my hands and feet. • I can catch a ball after one bounce. • I can roll a ball towards a target. • I can throw a ball to a partner. • I can track a ball that is coming towards me. • I can work co-operatively with a partner. • I can recognise changes in my body when I do exercise.	Pupils will develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. Pupils will be given opportunities to work with a range of different sized balls. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by rules to keep themselves and others safe. •I am beginning to trap and cushion a ball that is coming towards me. • I can accurately kick a ball to a partner. • I can catch a ball passed to me, with and without a bounce. • I can roll a ball to hit a target. • I can accurately throw a ball to a partner. • I can track a ball and stop it using my hands and feet. • I am beginning to provide feedback using key words. • I can describe how my body feels during exercise. • I can work co-operatively with a partner and a small group.				

Netball Autumn 2					Pupils will develop defending and attacking play during even-sided 5-a-side netball. Pupils will learn to use a range of different passes to keep possession and attack towards a goal. Pupils will be encouraged to work collaboratively to think about how to use skills, strategies and tactics to outwit the opposition. They will start to show control and fluency when passing, receiving and shooting the ball. They will learn key rules of the game such as footwork, held ball, contact and obstruction. Pupils also develop their understanding of the importance of fair play and honesty while self managing games. •I can pass, receive and shoot the ball with some control under pressure. • I understand there are different skills for different situations and I am beginning to apply this. • I can communicate with my team and move into space to keep possession and score. • I can often make the correct decision of who to pass to and when. • I can stay with an opponent and I confident to attempt to intercept. • I can identify how different activities can benefit my physical health. • I can identify when I was successful and what I need to do to improve. • I can use feedback provided to improve my work. • I know what position I am playing in and how to contribute when attacking and defending. • I understand the rules of the game and I can apply them honestly most of the time. • I understand the need for tactics and can identify when to use them in different situations.	Pupils will develop defending and attacking play during even-sided 5-a-side netball. Pupils will learn to use a range of different passes to keep possession and attack towards a goal. Pupils will be encouraged to work collaboratively to think about how to use skills, strategies and tactics to outwit the opposition. They will start to show control and fluency when passing, receiving and shooting the ball. They will learn key rules of the game such as footwork, held ball, contact and obstruction. Pupils also develop their understanding of the importance of fair play and honesty while self managing games. •I can pass, receive and shoot the ball with increasing control under pressure. • I can select the appropriate action for the situation and make this decision quickly. • I can create and use space to help my team. • I can use marking, and/or interception to improve my defence. • I understand that there are different areas of fitness and how this helps me in different activities. • I can work in collaboration with others so that games run smoothly. • I recognise my own and others strengths and areas for development and can suggest ways to improve. • I can use feedback provided to improve the quality of my work. • I can use the rules of the game consistently to play honestly and fairly. • I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.

Gymnastics & Dance Spring 1	Pupils will explore travelling actions, movement skills and balancing. They will understand why it is important to count to music and use this in their dances. Pupils will copy and repeat actions linking them together to make short dance phrases. Pupils will work individually and with a partner to create ideas in relation to the theme. Pupils will be given the opportunity to perform and also to provide feedback, beginning to use dance terminology to do so. Pupils learn to use space safely and effectively. They explore and develop basic gymnastic actions on the floor and using low apparatus. Basic skills of jumping, rolling, balancing and travelling are used individually and in combination to create movement phrases. Pupils are given opportunities to select their own actions to build short sequences and develop their confidence in performing. • I show some sense of dynamic and expressive qualities in my dance. • I choose appropriate movements for different dance ideas. • I can copy, remember and repeat actions. • I can move confidently and safely. • I recognise changes in my body when I do exercise. • I say what I liked about someone else's performance. • I can work with others to share ideas and select actions. • I am beginning to use counts. •I can link simple actions together to create a sequence. • I am confident to perform in front of others. • I can recognise changes in my body when I do exercise. • I can say what I liked about someone else's performance. • I can use apparatus safely and	Pupils will explore space and how their body can move to express and idea, mood, character or feeling. They will expand their knowledge of travelling actions and use them in relation to a stimulus. They will build on their understanding of dynamics and expression. They will use counts of 8 consistently to keep in time with the music and a partner. Pupils will also explore pathways, levels, shapes, directions, speeds and timing. They will be given the opportunity to work independently and with others to perform and provide feedback beginning to use key terminology. Pupils learn explore and develop basic gymnastic actions on the floor and using apparatus. They develop gymnastic skills of jumping, rolling, balancing and travelling individually and in combination to create short sequences and movement phrases. Pupils develop an awareness of compositional devices when creating sequences to include the use of shapes, levels and directions. They learn to work safely with and around others and whilst using apparatus. Pupils are given opportunities to provide feedback to others and recognise elements of high quality performance. • I can show a character and idea through the actions and dynamics I choose. • I can copy, remember and repeat a series of actions. • I show confidence to perform. • I can describe how my body feels during exercise. • I am beginning to provide feedback using key words. • I can work with a partner using mirroring and unison in our actions. • I can use counts to stay in time with music. •I can plan and repeat simple sequences of actions.	Pupils create dances in relation to an idea including historical and scientific stimuli. Pupils work individually, with a partner and in small groups, sharing their ideas. Pupils develop their use of counting and rhythm. Pupils learn to use canon, unison, formation and levels in their dances. They will be given the opportunity to perform to others and provide feedback using key terminology. Pupils focus on improving the quality of their gymnastic movements. They are introduced to the terms 'extension' and 'body tension.' They develop the basic skills of rolling, jumping and balancing and use them individually and in combination. Pupils develop their sequence work, collaborating with others to use matching and contrasting actions and shapes and develop linking sequences smoothly with actions that flow. Pupils develop their confidence to perform, considering the quality and control of their actions. •I can use dynamic and and expressive qualities in relation to an idea. • I create short dance phrases that communicate the idea. • I am respectful of others when watching them perform. • I can repeat, remember and perform a dance phrase. • I understand the benefits of exercise. • I can provide feedback using key words. • I can work with a partner and in a small group, sharing ideas. • I can use counts to keep in time with a partner and group. •I can choose actions that flow well into one another. • I can adapt sequences to suit different types of apparatus. • I use a greater number of my own ideas for movements in response to a task. • I can choose	Pupils focus on creating characters and narrative through movement and gesture. They gain inspiration from a range of stimuli, working individually, in pairs and small groups. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. Pupils will develop confidence in performing and will be given the opportunity to provide feedback and utilise feedback to improve their own work. Pupils create more complex sequences. They learn a wider range of travelling actions and include the use of pathways. They develop more advanced actions such as inverted movements and explore ways to include apparatus. They will demonstrate control in their behaviour to create a safe environment for themselves and others to work in. They work independently and in collaboration with a partner to create and develop sequences. Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances. In gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions. •I can use changes in timing and spacing to develop a dance. • I can choose actions and dynamics to convey a character or idea. • I can respond imaginatively to a range of stimuli relating to character and narrative. • I can copy and remember set choreography. • I show respect for others when working as a group and watching others perform. • I can explain what happens to my body when I exercise and how this helps to make me healthy.		

	wait for my turn. • I can make my body tense, relaxed, stretched and curled.	• I can perform the basic gymnastic actions with some control and balance. • I am proud of my work and confident to perform in front of others. • I can describe how my body feels during exercise. • I am beginning to provide feedback using key words. • I can work safely with others and apparatus. • I can use shapes when performing other skills. • I can use directions and levels to make my work look interesting.	and plan sequences of contrasting actions. • I can complete actions with increasing balance and control. • I understand the benefits of exercise. • I can provide feedback using key words. • With help, I can recognise how performances could be improved. • I can move in unison with a partner.	• I can provide feedback using appropriate language relating to the lesson. • I can use simple movement patterns to structure dance phrases on my own, with a partner and in a group. •I can plan and perform sequences with a partner that include a change of level and shape. • I understand how body tension can improve the control and quality of my movements. • I can explain what happens to my body when I exercise and how this helps to make me healthy. • I can identify some muscle groups used in gymnastic activities. • I can watch, describe and suggest possible improvements to others' performances and my own. • I can provide feedback using appropriate language relating to the lesson. • I can safely perform balances individually and with a partner.		

Hockey Spring 1					Pupils will improve their defending and attacking play, developing further knowledge of the principles and tactics of each. Pupils will begin to develop consistency and control in dribbling, passing and receiving a ball. They will also learn the basics of goalkeeping. Pupils will evaluate their own and other's performances, suggesting improvements. They will learn the importance of playing games fairly, abiding by the rules of the game and being respectful of their teammates, opponents, and referees. •I can dribble, pass, receive and shoot the ball with some control under pressure. • I understand there are different skills for different situations and I am beginning to apply this. • I can communicate with my team and move into space to keep possession and score. • I can often make the correct decision of who to pass to and when. • I can use tracking, tackling and intercepting when playing in defence. • I can identify how different activities can benefit my physical health. • I can identify when I was successful and what I need to do to improve. • I can use feedback provided to improve my work. • I know what position I am playing in and how to contribute when attacking and defending. • I understand the rules of the game and I can apply them honestly most of the time. • I understand the need for tactics and can identify when to use them in different situations.	Pupils will improve their defending and attacking play, developing further knowledge of the principles and tactics of each. Pupils will begin to develop consistency and control in dribbling, passing and receiving a ball. They will also learn the basics of goalkeeping. Pupils will evaluate their own and other's performances, suggesting improvements. They will learn the importance of playing games fairly, abiding by the rules of the game and being respectful of their teammates, opponents and referees. • I can dribble, pass, receive and shoot the ball with increasing control under pressure. • I can select the appropriate action for the situation and make this decision quickly. • I can create and use space to help my team. • I can use marking, tackling and/or interception to improve my defence. • I understand that there are different areas of fitness and how this helps me in different activities. • I can work in collaboration with others so that games run smoothly. • I recognise my own and others strengths and areas for development and can suggest ways to improve. • I can use feedback provided to improve the quality of my work. • I can use the rules of the game consistently to play honestly and fairly. • I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.

Spring 2 Invasion Games	Pupils develop the basic skills required in invasion games such as sending, receiving and dribbling a ball. They develop their understanding of attacking and defending and what being 'in possession' means. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and how to play to the rules. They work independently, with a partner and in a small group and begin to self-manage their own games, showing respect and kindness towards their teammates and opponents. • I am beginning to dribble a ball with my hands and feet. • I can send and receive a ball with hands and feet. • I can change direction to move away from a defender. • I can recognise space when playing games. • I move my feet to stay with another player when defending. • I recognise changes in my body when I do exercise. • I can use simple rules to play fairly. • I understand when I am a defender and when I am an attacker. • I know when I am successful.					

Spring 2 Basketball		Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, throwing, catching and dribbling. Pupils will learn to use attacking skills to maintain possession of the ball. They will start by playing uneven and then move onto even sided games. Pupils will understand the importance of playing fairly and keeping to the rules. They will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition as well as learn how to evaluate their own and others' performances, and how to identify a focus for improvement. •I can dribble, pass, receive and shoot the ball with some control. • I can find space away from others and near to my goal. • I can move with a ball towards goal with increasing control. • I can track an opponent to slow them down. • I understand the benefits of exercise. • I work cooperatively with my group to self-manage games. • I can provide feedback using key words. • I understand my role as an attacker and as a defender. • I am learning the rules of the game and am beginning to use them honestly. • I am beginning to use simple tactics.			Pupils will develop key skills and principles such as defending, attacking, throwing, catching, dribbling and shooting. Pupils will learn to use attacking skills to maintain possession as well as defending skills to gain possession. Pupils will be encouraged to work collaboratively to think about how to use skills, strategies and tactics to outwit the opposition. They develop their understanding of the importance of fair play and honesty while self-managing games, as well as developing their ability to evaluate their own and others' performances. •I can dribble, pass, receive and shoot the ball with some control under pressure. • I understand there are different skills for different situations and I am beginning to apply this. • I can communicate with my team and move into space to keep possession and score. • I can often make the correct decision of who to pass to and when. • I can use tracking and intercepting when playing in defence. • I can identify how different activities can benefit my physical health. • I can identify when I was successful and what I need to do to improve. • I can use feedback provided to improve my work. • I know what position I am playing in and how to contribute when attacking and defending. • I understand the rules of the game and I can apply them honestly most of the time. • I understand the need for tactics and can identify when to use them in different situations.	Pupils will develop key skills and principles such as defending, attacking, throwing, catching, dribbling and shooting. Pupils will learn to use attacking skills to maintain possession as well as defending skills to gain possession. Pupils will be encouraged to work collaboratively to think about how to use skills, strategies and tactics to outwit the opposition. They develop their understanding of the importance of fair play and honesty while self-managing games, as well as developing their ability to evaluate their own and others' performances. •I can dribble, pass, receive and shoot the ball with increasing control under pressure. • I can select the appropriate action for the situation and make this decision quickly. • I can create and use space to help my team. • I understand when to use different styles of defence in game situations. • I understand that there are different areas of fitness and how this helps me in different activities. • I can work in collaboration with others so that games run smoothly. • I recognise my own and other's strengths and areas for development and can suggest ways to improve. • I can use feedback provided to improve the quality of my work. • I can use the rules of the game honestly and consistently. • I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.

Spring 2 Hockey			Pupils will learn to contribute to the game by helping to keep possession of the ball, use simple attacking tactics using sending, receiving and dribbling a ball. They will start by playing uneven and then move onto even sided games. They will begin to think about defending and winning the ball. Pupils will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition. Pupils will understand the importance of playing fairly and keeping to the rules. They will be encouraged to be a supportive teammate and identify why this behaviour is important. •I can dribble, pass, receive and shoot the ball with some control. • I can find space away from others and near to my goal. • I can move with a ball towards goal with increasing control. • I can track an opponent to slow them down. •I understand the benefits of exercise. • I work cooperatively with my group to self-manage games. • I can provide feedback using key words. • I understand my role as an attacker and as a defender. • I am learning the rules of the game and I am beginning to use them to play fairly. • I am beginning to use simple tactics.	Pupils will learn to contribute to the game by helping to keep possession of the ball, use simple attacking tactics using sending, receiving and dribbling a ball. They will start by playing uneven and then move onto even sided games. They will begin to think about defending and winning the ball. Pupils will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition. Pupils will understand the importance of playing fairly and keeping to the rules. They will be encouraged to be a supportive teammate and identify why this behaviour is important. •I can dribble, pass, receive and shoot the ball with increasing control. • I can move to space to help my team to keep possession and score goals. • I can delay an opponent and help to prevent the other team from scoring. • I can explain what happens to my body when I exercise and how this helps to make me healthy. • I share ideas and work with others to manage our game. • I can provide feedback using key terminology and understand what I need to do to improve. • I am learning the rules of the game and I am beginning to use them to play honestly and fairly. • I can use simple tactics to help my team score or gain possession.		

Summer 1 Cricket	Pupils develop their basic understanding of striking and fielding games such as Rounders and Cricket. They learn skills including throwing and catching, stopping a rolling ball, retrieving a ball and striking a ball. They are given opportunities to play one against one, one against two, and one against three. They learn how to score points and how to to use simple tactics. They learn the rules of the games and use these to play fairly. They show respect towards others when playing competitively and develop communication skills. • I can catch a beanbag and a medium-sized ball. • I can roll a ball towards a target. •I can strike a ball using my hand. • I can track a ball that is coming towards me. • I understand the rules and I am beginning to use these to play fairly. • I can recognise changes in my body when I do exercise. • I say what I liked about someone else's performance. • I show honesty and fair play when playing against an opponent. • I know how to score points.	Pupils develop their basic understanding of striking and fielding games such as Rounders and Cricket. They learn skills including throwing and catching, stopping a rolling ball, retrieving a ball and striking a ball. They are given opportunities to play one against one, one against two, and one against three. They learn how to score points and how to to use simple tactics. They learn the rules of the games and use these to play fairly. They show respect towards others when playing competitively and develop communication skills. •I am developing underarm and overarm throwing skills. • I can roll a ball to hit a target. •I can sometimes hit a ball using a racket. • I can track a ball and collect it. • I understand the rules of the game and can use these to play fairly in a small group. • I can use simple tactics. • I can describe how my body feels during exercise. • I am beginning to provide feedback using key words. • I know how to score points and can remember the score.	Pupils learn how to strike the ball into space so that they can score runs. When fielding, they learn how to keep the batters' scores low. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to deceive or avoid fielders, so that they can run between wickets to score runs. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against. • I am able to bowl a ball towards a target. • I am beginning to strike a bowled ball after a bounce. • I can use overarm and underarm throwing, and catching skills. • I am learning the rules of the game and I am beginning to use them honestly. • I am developing an understanding of tactics and I am beginning to use them in game situations. • I understand the benefits of exercise. • I can provide feedback using key words. • I work cooperatively with my group to self-manage games. • I can persevere when learning a new skill. • I understand the aim of the game and this shows in my performance.	Pupils learn how to strike the ball into space so that they can score runs. When fielding, they learn how to keep the batters' scores low. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to deceive or avoid fielders, so that they can run between wickets to score runs. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against. • I am able to bowl a ball with some accuracy, and consistency. • I can strike a bowled ball after a bounce. • I can use overarm and underarm throwing, and catching skills with increasing accuracy. • I am learning the rules of the game and I am beginning to use them to play honestly and fairly. • I can communicate with my teammates to apply simple tactics. • I can explain what happens to my body when I exercise and how this helps to make me healthy. • I can provide feedback using key terminology and understand what I need to do to improve. • I share ideas and work with others to manage our game. • I can persevere when learning a new skill.	Pupils develop the range and quality of striking and fielding skills and their understanding of cricket. They learn how to play the different roles of bowler, wicket keeper, fielder and batter. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to deceive or avoid fielders, so that they can run between wickets to score runs. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against. •I am developing a wider range of fielding skills and I am beginning to use these under some pressure. • I can strike a bowled ball with increasing consistency. • I understand there are different skills for different situations and I am beginning to use this. • I understand the rules of the game and I can apply them honestly most of the time. • I understand the need for tactics and can identify when to use them in different situations. • I can identify how different activities can benefit my physical health. • I can identify when I was successful and what I need to do to improve. • I can use feedback provided to improve my work. • I can work collaboratively with others to score runs. • I can work co-operatively with others to manage our game.	Pupils develop the range and quality of striking and fielding skills and their understanding of cricket. They learn how to play the different roles of bowler, wicket keeper, fielder and batter. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to deceive or avoid fielders, so that they can run between wickets to score runs. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against. •I can use a wider range of fielding skills with increasing control under pressure. • I can select the appropriate action for the situation. • I can strike a bowled ball with increasing consistency and accuracy. • I can use the rules of the game consistently to play fairly. • I understand and can apply some tactics in the game as a batter, bowler and fielder. •I understand that there are different areas of fitness and how this helps me in different activities. • I recognise my own and others strengths and areas for development and can suggest ways to improve. • I can use feedback provided to improve the quality of my work. • I can work collaboratively with others to score runs and to get batters out. • I can work in collaboration with others so that games run smoothly.

Summer 2 Athletics	Pupils will develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently. •I am beginning to link running and jumping movements. • I can run at different speeds. • I am beginning to show balance and co-ordination when changing direction. • I understand the difference between a jump, a leap and a hop and can choose which allows me to jump the furthest. • I am developing over arm throwing. • I am able to throw towards a target. • I can work with others and make safe choices. • I can recognise changes in my body when I do exercise. • I try my best.	Pupils will develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently. •I can link running and jumping movements with some control and balance. • I show balance and co-ordination when running at different speeds and in different directions. • I can jump and land with control. • I can use an overarm throw to help me to throw for distance. • I can work with others, taking turns and sharing ideas. • I can identify good technique. • I can describe how my body feels during exercise. • I try my best.	Pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best. Pupils are also given opportunities to measure, time and record scores. •I can use key points to help me to improve my sprinting technique. • I can take part in a relay activity, remembering when to run and what to do. • I am developing jumping for distance and height. • I can use different take off and landings when jumping. • I can throw a variety of objects, changing my action for accuracy and distance. • I can work with a partner and in a small group, sharing ideas. • I can identify when I was successful. • I understand why it is important to warm up.	Pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best. Pupils are also given opportunities to measure, time and record scores. •I can demonstrate the difference in sprinting and jogging techniques. • I can jump for distance and height with balance and control. • I can throw with some accuracy and power towards a target area. • I support and encourage others to work to their best. • I can identify when I was successful and what I need to do to improve. • I can explain what happens in my body when I warm up. • I show determination to improve my personal best. • I can demonstrate the difference in sprinting and jogging techniques.	Pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best. They learn how to improve by identifying areas of strength as well as areas to develop. Pupils are also given opportunities to lead when officiating as well as observe and provide feedback to others. In this unit pupils learn the following athletic activities: running over longer distances, sprinting, relay, long jump, triple jump, shot put and javelin. •I can choose the best pace for a running event. • I can use feedback to improve my sprinting technique. • I can perform a range of jumps showing some technique. • I can show control at take-off and landing in jumping activities. • I show accuracy and power when throwing for distance. • I can take on the role of coach, official and timer when working in a group. • I can identify good athletic performance and explain why it is good. • I can understand how stamina and power help people to perform well in different athletic activities.	Pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best. They learn how to improve by identifying areas of strength as well as areas to develop. Pupils are also given opportunities to lead when officiating as well as observe and provide feedback to others. In this unit pupils learn the following athletic activities: running over longer distances, sprinting, relay, long jump, triple jump, shot put and javelin. •I can select and apply the best pace for a running event. • I can perform jumps for height and distance using good technique. • I show accuracy and good technique when throwing for distance. • I can help others to improve their technique using key teaching points. • I can identify my own and others' strengths and areas for development and can suggest ways to improve. • I understand that there are different areas of fitness and how this helps me in different activities. • I use different strategies to persevere to achieve my personal best. I can compete within the rules showing fair play and honesty.