

# Year 1

Knowledge (Year 1)	Skills
<ul style="list-style-type: none"> <li>• The pupil compares and evaluates their own performances.</li> <li>• The pupil compares and evaluate the performance of others.</li> <li>• The pupil knows what they need to do to improve their performance.</li> <li>• The pupil knows and understands the fundamentals of the skills and rules required.</li> <li>• The pupil understands how to apply the skills they know.</li> </ul> <p><b>Knowledge I Can's</b></p> <p><b>Health and Fitness</b> I can describe how the body feels before, during and after exercise. I can carry and place equipment safely.</p> <p><b>Evaluate</b> I can watch and describe performances. I can begin to say how they can improve.</p> <p><b>Gymnastic I can's</b></p> <p><b>Health and Fitness</b> I can describe how the body feels before, during and after exercise. I can carry and place equipment safely.</p> <p><b>Acquiring and Developing Skills in Gymnastics (General)</b> I can create and perform a movement. I can copy actions and movement sequences with a beginning middle and end. Link two actions to make a sequence. I can recognise and copy contrasting actions (small/tall, narrow/wide) I can travel in different ways, changing direction and speed, I can hold still shapes and simple balances. I can carry out simple stretches. I can carry out a range of simple jumps, landing safely. I can move around under, over, and through different objects and equipment. I can begin to move with control and care.</p> <p><b>Rolls</b> I can do a log roll (controlled) I can do a curled side roll (egg roll – controlled) I can do a teddy bear roll (controlled)</p> <p><b>Jumps</b> I can do a straight jump. I can do a tuck jump. I can do a jumping jack. I can do a half turn.</p> <p><b>Handstands, Cartwheels and Round-offs</b> I can bunny hop. I can front support wheelbarrow with a partner.</p> <p><b>Travelling and Linking Actions</b> I can tiptoe, step, jump and hop. I can hopscotch. I can skip. I can gallop.</p> <p><b>Shapes and Balances</b> I can do a standing balance. I can do a kneeling balance. I can make a pike, tuck, star, straight and straddle shapes.</p> <p><b>Compete/Perform</b> I can perform using a range of actions and body parts with some coordination.</p>	<p><b>GYMNASTICS</b></p> <ul style="list-style-type: none"> <li>•The pupil can bounce, hop, spring and jump using a variety of take-offs and landings. The pupil can demonstrate different stretched balances to show wide and narrow body shapes. movements.</li> <li>• The pupil can transfer work safely from the floor to the apparatus.</li> <li>• The pupil can spin, rock, roll and turn with control on various parts of the body</li> </ul>

<p><b>Dance Skills</b></p> <p>I can copy and repeat actions.  I can put a sequence of actions together to create a motif.  I can vary the speed of my actions.  I can use simple choreographic devices.  I can begin to improvise independently to create a simple dance.</p> <p><b>Compete/ Perform</b></p> <p>I can perform using a range of actions and body parts with some coordination.  I can begin to perform learnt skills with some control.</p>	<p><b>DANCE</b></p> <ul style="list-style-type: none"> <li>• The pupil can respond to a range of stimuli.</li> <li>• The pupil can communicate their ideas through dance and unfold a character or story.</li> <li>• The pupil can choose appropriate movements to show recognition of different rhythms, dynamics and relationships.</li> </ul>
<p><b>Health and Fitness</b></p> <p>I can describe how the body feels before, during and after exercise.  I can carry and place equipment safely.</p> <p><b>Striking and Hitting a Ball</b></p> <p>I can use hitting skills in a game.  I can practice basic striking, sending, and receiving.</p> <p><b>Throwing and Catching a Ball</b></p> <p>I can throw overarm and underarm.  I can catch and bounce a ball.  I can use rolling skills in a game.  I can practice accurate throwing and consistent catching.</p> <p><b>Travelling with a Ball</b></p> <p>I can travel with a ball in different ways.  I can travel with a ball in different directions(side to side, forwards and backwards) with control and fluency.</p> <p><b>Passing a Ball</b></p> <p>Pass the ball to another player in a game.  Use kicking skills in a game.</p> <p><b>Using Space</b></p> <p>Use different ways of travelling in different directions or pathways.  I can run at different speeds.  I can begin to use space in a game.</p> <p><b>Attacking and Defending</b></p> <p>I can begin to use the terms attacking and defending.  I can use simple attacking skills such as dodging to get past a player.</p> <p><b>Tactics and Rules</b></p> <p>I can follow simple rules to play games.  I can use simple attacking skills such as marking a player or defending a space.</p> <p><b>Compete / Perform</b></p> <p>I can perform using a range of actions and body parts with some coordination.  I can begin to perform learnt skills with some control.  I can engage in competitive activities and team games.</p> <p><b>Evaluate</b></p> <p>I can watch and describe performances.  I can begin to say how I can improve.</p>	<p><b>GAMES</b></p> <ul style="list-style-type: none"> <li>• The pupil knows and can show different ways of using a ball including with a bat.</li> <li>• The pupil can skip with a rope.</li> <li>• The pupil understands how to use apparatus safely for its intended purpose.</li> <li>• The pupil can use and develop their sending, receiving and travelling with skills in games.</li> </ul>
<p><b>Athletics I Can's</b></p> <p><b>Health and Fitness</b></p> <p>I can describe how the body feels before, during and after exercise.  I can carry and place equipment safely.</p> <p><b>Running</b></p> <p>I can vary my pace and speed when running.  I can run with basic technique over different distances.</p>	<p><b>ATHLETICS</b></p> <ul style="list-style-type: none"> <li>• The pupil demonstrates basic jumps and can make up simple combinations with a partner.</li> <li>• The pupil can move at different speeds and change direction with a pivot action.</li> <li>• The pupil can use both underarm and overarm throws with increasing accuracy.</li> </ul>

I can show good posture and balance.  
I can jog in straight line.  
I can change direction when jogging.  
I can sprint in a straight line.  
I can change direction when sprinting.  
I can maintain control as I change direction when jogging or sprinting.

**Jumping**

I can perform different types of jumps: e.g. two feet to two feet, two feet to one foot, one foot to the same foot or one foot to the opposite foot.  
I can perform a short jumping sequence.  
I can jump as high as possible.  
I can land safely and with control.  
I can work with a partner to develop the control in our jumps.

**Throwing**

I can throw underarm and overarm.  
I can throw a ball towards a target with increasing accuracy.  
I can improve the distance I can throw by using more power.

**Compete/Perform**

I can begin to perform learnt skills with some control.  
I can engage in competitive activities and team games.

**Evaluate**

I can watch and describe performances.  
I can begin to say how they can improve.

Knowledge (Year 2)	Skills
<ul style="list-style-type: none"> <li>• The pupil compares and evaluates their own performances.</li> <li>• The pupil compares and evaluate the performance of others.</li> <li>• The pupil knows what they need to do to improve their performance. <ul style="list-style-type: none"> <li>• The pupil knows and understands the fundamentals of the skills and rules required.</li> </ul> </li> <li>• The pupil understands how to apply the skills they know.</li> </ul> <p><b>Knowledge I Can's</b></p> <p><b>Health and Fitness</b></p> <p>I can recognise and describe how the body feels during and after exercise and after different physical activities.</p> <p>I can explain what I need to stay healthy.</p> <p><b>Evaluate</b></p> <p>I can watch and describe performances and use what I have seen to improve my own performance.</p> <p>I can talk about the differences between my work and that of others.</p> <p><b>Gymnastics I Can's</b></p> <p><b>Health and Fitness</b></p> <p>I can recognise and describe how the body feels during and after different physical activities.</p> <p>I can explain what I need to stay healthy.</p> <p><b>Acquiring and Developing Skills in Gymnastics (General)</b></p> <p>I can copy, explore and remember actions and movements to create my sequence.</p> <p>I can link actions to make a sequence.</p> <p>I can travel in a variety of ways, including rolling.</p> <p>I can hold a still shape whilst balancing on different points of the body.</p> <p>I can jump in a variety of ways and land with increasing control and balance.</p> <p>I can climb onto and jump off the equipment safely.</p> <p><b>Rolls</b></p> <p>I can do a log roll (controlled)</p> <p>I can do a curled side roll (egg roll – controlled)</p> <p>I can do a teddy bear roll (controlled)</p> <p>I can do a crouched forward roll.</p> <p><b>Jumps</b></p> <p>I can do a straight jump.</p> <p>I can do a tuck jump.</p> <p>I can do a jumping jack.</p> <p>I can do a half turn jump.</p> <p>I can do a cat spring.</p> <p>I can do a cat spring into a straddle.</p> <p><b>Handstands, Cartwheels and Round-offs</b></p> <p>I can bunny hop.</p> <p>I can front support wheelbarrow with a partner.</p> <p>I can do a T-Lever</p> <p>I can do a scissor kick.</p> <p><b>Travelling and Linking Actions</b></p> <p>I can tiptoe, step, jump and hop.</p> <p>I can hopscotch.</p> <p>I can skip.</p> <p>I can do a straight jump with half turn.</p> <p><b>Shapes and Balances</b></p>	<p><b>GYMNASTICS</b></p> <ul style="list-style-type: none"> <li>• The pupil can travel at different heights, different speeds and different directions.</li> <li>• The pupil can balance confidently on different body parts.</li> <li>• The pupil can link movements to create a sequence.</li> <li>• The pupil can perform a limited range of skills with a partner.</li> <li>• The pupil can turn, spin and twist different body parts with control and co-ordination.</li> </ul>

<p>I can do a standing balance.  I can do a kneeling balance.  I can do large body part balances.  I can balance on apparatus.  I can balance with a partner.  I can do a pike, tuck, straight, and make straddle shapes.  I can do a front and back support.</p> <p><b>Compete/Perform</b>  I can perform sequences of their own composition with coordination.  I can perform learnt skills with increasing control.</p>	
<p><b>Dance Skills</b>  I can copy, remember, and repeat actions.  I can create a short motif inspired by a stimulus.  I can change the speed and level of their actions.  I can use simple choreographic devices such as unison, canon and mirroring.  I can use different transitions within a dance motif.  I can move in time with the music.  I can improve the timings of my actions.</p> <p><b>Compete/ Perform</b>  I can perform sequences of my own composition with coordination.  I can perform learnt skills with increasing control.  I can compete against myself and others.</p>	<p><b>DANCE</b></p> <ul style="list-style-type: none"> <li>• The pupil can demonstrate change and vary their movements to convey emotions.</li> <li>• The pupil can copy and perform simple movements/rhythmic patterns and respond to stimuli</li> <li>• The pupil can use different levels of speed, direction and levels.</li> </ul>
<p><b>Health and Fitness</b>  I can recognise and describe how the body feels during and after exercise and after different physical activities.  I can explain what I need to stay healthy.</p> <p><b>Striking and Hitting a Ball</b>  I can strike a ball with increasing control.  I can learn skills for playing striking and fielding games.  I can position my body to strike a ball.</p> <p><b>Throwing and Catching a Ball</b>  I can throw different types of equipment in different ways for accuracy and distance.  I can throw, catch and bounce a ball with a partner.  I can use throwing and catching skills in a game.  I can throw a ball for distance.  I can use hand-eye coordination to control a ball.  I can vary types of throw used.</p> <p><b>Travelling with a Ball</b>  I can bounce and kick a ball whilst moving.  I can use kicking skills in a game.  I can use dribbling skills in a game.</p> <p><b>Passing a Ball</b>  I know how to pass the ball in different ways.</p> <p><b>Using Space</b>  I can use different ways of travelling at different speeds and following different pathways, directions, or courses.  I can change speed and direction or courses.  I can change speed and direction whilst running.  I can begin to choose and use the best space in a game.</p> <p><b>Attacking and Defending</b></p>	<p><b>GAMES</b></p> <ul style="list-style-type: none"> <li>• The pupil can throw, catch and bounce balls when standing still and moving.</li> <li>• The pupil can develop and apply skills relevant to specific games.</li> <li>• The pupil can remember, repeat and link combinations of skills in a game.</li> <li>• The pupil can use and vary simple tactics.</li> <li>• The pupil can improve the co-ordination, control and consistency of their actions.</li> </ul> <p><b>Athletics</b></p>

<p>I can begin to use and understand the terms attacking and defending.</p> <p>I can use at least one technique to attack or defend to play a game successfully.</p> <p><b>Tactics and Rules</b></p> <p>I can understand the importance of rules in games.</p> <p>I can use at least one technique to attack or defend to play a game successfully.</p> <p><b>Compete / Perform</b></p> <p>I can perform sequences of my own composition with coordination.</p> <p>I can perform learnt skills with increasing control.</p> <p>I can compete against self and others.</p> <p><b>Evaluate</b></p> <p>I can watch and describe performances and use what I see to improve my own performance.</p> <p>I can talk about the difference between my own work and that of others.</p>	
<p><b>Athletics I Can's</b></p> <p><b>Health and Fitness</b></p> <p>I can recognise and describe how the body feels during and after exercise and after different physical activities.</p> <p>I can explain what I need to stay healthy.</p> <p><b>Running</b></p> <p>I can run at different paces, describing the different paces.</p> <p>I can use a variety of stride lengths.</p> <p>I can travel at different speeds.</p> <p>I can begin to select the most suitable pace and speed for distance.</p> <p>I can complete an obstacle course.</p> <p>I can vary the speed and direction in which they are travelling.</p> <p>I can run with basic techniques following a curved line.</p> <p>I am able to maintain and control a run over different distances.</p> <p><b>Jumping</b></p> <p>I can perform and compare different types of jump: e.g two feet to two feet, two feet to one foot, one foot to the same foot or foot to opposite foot.</p> <p>I can combine different jumps together with some fluency and control.</p> <p>I can jump for distance from a standing position with accuracy and control.</p> <p>I can investigate the best jumps to cover different distances.</p> <p>I can choose the most appropriate jumps to cover different distances.</p> <p>I know that the leg muscles are used when performing a jump action.</p> <p><b>Throwing</b></p> <p>I can throw different types of equipment in different ways, for accuracy and distance.</p> <p>I can throw with accuracy at targets of different heights.</p> <p>I can investigate ways to alter my throwing technique to achieve greater distance.</p> <p><b>Compete/Perform</b></p> <p>I can perform learnt skills and techniques with control and confidence.</p> <p>I can compete against self and others in a controlled manner.</p> <p><b>Evaluate</b></p>	<p><b>ATHLETICS</b></p> <ul style="list-style-type: none"> <li>• The pupil can demonstrate a range of take-offs and landings and combine some of them into patterns of jumping.</li> <li>• The pupil can show the difference between running at speed and jogging and be able to maintain a steady rhythm.</li> <li>• The pupil can take part in a relay activity.</li> <li>• The pupil can throw with increasing accuracy using a variety of games equipment.</li> <li>• The pupil can use different techniques for running, jumping and throwing.</li> </ul>

<p>I can watch and describe performance and use what they see to improve their own performance. I talk about the difference between their work and that of others.</p>	
--	--

Knowledge (Year 3)	Skills
<ul style="list-style-type: none"> <li>• The pupil compares and evaluates their own performances.</li> <li>• The pupil compares and evaluate the performance of others.</li> <li>• The pupil knows what they need to do to improve their performance.</li> <li>• The pupil knows and understands the fundamentals of the skills and rules required.</li> <li>• The pupil understands how to apply the skills they know.</li> </ul> <p><b>Knowledge I Can's</b></p> <p><b>Health and Fitness</b></p> <p>I can recognise and describe the effects of exercise on the body. I know the importance of strength and flexibility for physical activity. I can explain why it is important to warm up and cool down.</p> <p><b>Evaluate</b></p> <p>I can watch, describe, and evaluate the effectiveness of a performance. I can describe how my performance has improved over time.</p> <p><b>Gymnastics I Can's</b></p> <p><b>Health and Fitness</b></p> <p>I can recognise and describe the effects of exercise on the body. I know the importance of strength and flexibility for physical activity. I can explain why it is important to warm up and cool down.</p> <p><b>Acquiring and Developing Skills in Gymnastics (General)</b></p> <p>I can choose ideas to compose a movement sequence independently and with others. I can link combinations of actions with increasing confidence, including changes of direction, speed or level. I can develop the quality of their actions, shapes and balances. I can move with coordination, control and care. I can use turns whilst travelling in a variety of ways. I can use a range of jumps in their sequences. I can begin to use equipment to vault. I can create interesting body shapes while holding balances with control and confidence. I can begin to show flexibility in movements.</p> <p><b>Rolls</b></p> <p>I can do a crouched forward roll. I can do a forward roll from standing. I can do a tucked backward roll.</p> <p><b>Jumps</b></p> <p>I can do a straight jump. I can do a tuck jump. I can do a jumping jack. I can do a star jump. I can do a straddle jump. I can do a pike jump. I can do a straight jump half term. I can do a cat leap.</p> <p><b>Handstands, Cartwheels and Round-offs</b></p> <p>I can do a handstand in 2's with support. I can start to do a handstand. I can do a cartwheel with support.</p>	<p><b>GYMNASTICS</b></p> <ul style="list-style-type: none"> <li>• The pupil understands and can use change of front and direction.</li> <li>• The pupil can travel and jump fluently and hold balanced positions demonstrating a variety of stretched and curled shapes (transferring and receiving body weight safely)</li> <li>• The pupil is able to move into and from a range of travelling, jumping and turning movements with control and accuracy.</li> <li>• The pupil can understand and identify asymmetry and symmetry.</li> <li>• The pupil can identify and use flexible and direct pathways using appropriate movements.</li> </ul>

<p><b>Travelling and Linking Actions</b>  I can tiptoe, step, jump and hop.  I can hopscotch.  I can skip.  I can chassis step.  I can straight jump and half turn.  I can cat leap.</p> <p><b>Shapes and Balances</b>  I can use large and small body part balances including standing and kneeling balances.  I can balance on apparatus.  I can do matching and contrasting partner balances.  I can do a pike, tuck, star, straight, and straddle shapes.  I can do back and front supports.</p> <p><b>Compete/Perform</b>  I can develop the quality of the actions in their performances.  I can perform learnt skills and techniques with control and confidence.  I can compete against self and others in a controlled manner.</p>	
<p><b>Dance Skills</b>  I can begin to improvise with a partner to create a simple dance.  I can create motifs from different stimuli.  I can begin to compare and adapt movements and motifs to create a larger sequence.  I can use simple dance vocabulary to compare and improve work.  I can perform with some awareness of rhythm and expression.</p> <p><b>Compete/Perform</b>  I can develop the quality of the actions in my performance.  I can perform learnt skills and techniques with control and confidence.  I can compete against self and others in a controlled manner.</p>	<p><b>DANCE</b></p> <ul style="list-style-type: none"> <li>• The pupil can perform dance actions with greater control, fluency, and coordination.</li> <li>• The pupil can improvise using a stimulus to create ideas</li> <li>• The pupil can shape movements into a whole dance with simple structure.</li> <li>• The pupil can perform with an awareness of rhythm, dynamic and expressive qualities.</li> </ul>
<p><b>Health and Fitness</b>  I can recognise and describe the effects of exercise on the body.  I know the importance of strength and flexibility for physical activity.  I can explain why it is important to warm up and cool down.</p> <p><b>Striking and Hitting a Ball</b>  I can demonstrate successful hitting and striking skills.  I can develop a range of skills in striking (and fielding where appropriate).  I can practice the correct batting technique and use it in a game.  I can strike the ball for distance.</p> <p><b>Throwing and Catching a Ball</b>  I can throw and catch a ball with greater control and accuracy.  I can practice the correct technique for catching a ball and use it in a game.  I can perform a range of catching and gathering skills with control.  I can catch with increasing control and accuracy.  I can throw a ball in different ways e.g high, low, fast or slow.  I can develop a safe and effective overarm bowl.</p> <p><b>Travelling with a Ball</b>  I can move with the ball in a variety of ways with some control.  I can use two different ways in a game situation with some success.</p> <p><b>Passing a Ball</b>  I can pass the ball in two different ways in a game situation with some success.</p>	<p><b>GAMES</b></p> <ul style="list-style-type: none"> <li>• The pupil has consolidated and improved the quality and consistency of their skills.</li> <li>• The pupil has improved their ability to apply a range of simple tactics.</li> <li>• The pupil can play small sided games.</li> <li>• The pupil can use appropriate skills.</li> <li>• The pupil has developed the range of skills used.</li> </ul>

**Possession**

I know how to keep and win back possession of the ball in a team game.

**Using Space**

I can find a useful space and get into it to support teammates.

**Attacking and Defending**

I can use simple attacking and defending skills in a game.

I can use fielding skills to stop a ball from travelling past them.

**Tactics and Rules**

I can apply and follow rules fairly.

I can understand and begin to apply the basic principles of invasion games.

I know how to play a striking and fielding game fairly.

**Compete / Perform**

I can develop the quality of the actions in my performance.

I can perform learnt skills and techniques with control and confidence.

I can compete against self and others in a controlled manner.

**Evaluate**

I can watch, describe and evaluate the effectiveness of a performance.

I can describe how my performance has improved over time.

**Athletics I Can's****Health and Fitness**

I can recognise and describe the effects of exercise on the body.

I know the importance of strength and flexibility for physical activity.

**Running**

I can identify and demonstrate how different techniques can affect their performance.

I can focus on their arm and leg action to improve their sprinting technique.

I can begin to combine running with jumping over hurdles.

I can focus on trail leg and lead leg action when running over hurdles.

I can understand the importance of adjusting running pace to suit the distance being run.

**Jumping**

I can use one and two feet to take off and land with.

I can develop an effective take-off for the standing long jump.

I can develop an effective flight phase for the standing long jump.

I can land safely and with control.

**Throwing**

I can throw with greater control and accuracy.

I can show increasing control in their overarm throw.

I can continue to develop techniques to throw for increased distance.

**Compete/Perform**

I can perform learnt skills and techniques with control and confidence.

I can compete against self and others in a controlled manner.

**Evaluate**

I can watch, describe and evaluate the effectiveness of a performance.

I can describe how my performance has improved over time.

**ATHLETICS**

- The pupil can run at fast, medium and slow speeds and be able to change speeds and direction.

- The pupil can link combinations of jumps with some fluency and control.

- The pupil can confidently take part in a range of relay activities.

- The pupil can throw a range of objects and equipment consistently and accurately.

Knowledge (Year 4)	Skills
<ul style="list-style-type: none"> <li>• The pupil compares and evaluates their own performances.</li> <li>• The pupil compares and evaluate the performance of others.</li> <li>• The pupil knows what they need to do to improve their performance.</li> <li>• The pupil knows and understands the fundamentals of the skills and rules required.</li> <li>• The pupil understands how to apply the skills they know.</li> </ul> <p><b>Knowledge I Can's</b></p> <p><b>Health and Fitness</b></p> <p>I can describe how the body reacts at different times and how this affects performance.</p> <p>I can explain why exercise is good for health.</p> <p>I know some reasons for warming up and cooling down.</p> <p><b>Evaluate</b></p> <p>I can watch, describe and evaluate the effectiveness of performance, giving ideas for improvements.</p> <p>I can modify my use of skills or techniques to achieve a better result.</p> <p><b>Gymnastics I Can's</b></p> <p><b>Health and Fitness</b></p> <p>I can describe how the body reacts at different times and how this affects performance.</p> <p>I can explain why exercise is good for health.</p> <p>I know some reasons for warming up and cooling down.</p> <p><b>Acquiring and Developing Skills in Gymnastics (General)</b></p> <p>I can create a sequence of actions that fit a theme.</p> <p>I can use an increasing range of actions, directions and levels in their sequence.</p> <p>I can move with clarity, fluency and expression.</p> <p>I can show changes of direction, speed and level during performance.</p> <p>I can travel in different ways, including using flight.</p> <p>I can improve the placement and alignment of body parts in balance.</p> <p>I can use equipment to vault in a variety of ways.</p> <p>I can carry out balances, recognising the position of my centre of gravity and how this affects the balance.</p> <p>I can begin to develop good technique when travelling, balancing and using equipment.</p> <p>I can develop strength, technique and flexibility throughout performances.</p> <p><b>Rolls</b></p> <p>I can do a forward roll from standing.</p> <p>I can do a straddle forward roll.</p> <p>I can do a tucked backward roll.</p> <p>I can do a backward roll to straddle.</p> <p><b>Jumps</b></p> <p>I can do a straight jump.</p> <p>I can do a tuck jump.</p> <p>I can do a jumping jack.</p> <p>I can do a star jump.</p> <p>I can do a straddle jump.</p> <p>I can do a pike jump.</p> <p>I can do a straight jump half turn.</p> <p>I can do a straight jump full turn.</p>	<p><b>GYMNASTICS</b></p> <ul style="list-style-type: none"> <li>• Pupils can identify and use different body parts to balance on and know which combinations produce the most stable basis.</li> <li>• The pupil understands how different body parts are capable of transferring and receiving body weight.</li> <li>• The pupil can rotate and roll on different body parts and roll in different directions showing different shapes, speeds and sizes.</li> <li>• The pupil can move into and from a range of skills with control and accuracy</li> </ul>

<p>I can do a cat leap. I can do a cat leap half turn.</p> <p><b>Handstands, Cartwheels and Round-offs</b> I can continue to practice a handstand. I can do a lunge into cartwheel.</p> <p><b>Travelling and Linking Actions</b> I can tiptoe, step, jump and hop. I can hopscotch. I can skip. I can chassis step. I can straight jump and half turn. I can straight jump and full turn. I can cat leap. I can cat leap and half turn. I can pivot.</p> <p><b>Shapes and Balances</b> I can do 1, 2, 3 and 4 point balances. I can do balances on apparatus. I can do balances with and against a partner. I can do a pike, tuck, star, straight, straddle shapes. I can do front and back support.</p> <p><b>Compete/Perform</b> I can perform and create sequences with fluency and expression. I can perform and apply skills and techniques with control and accuracy.</p>	
<p><b>Dance Skills</b> I can identify and repeat movement patterns and actions of a chosen dance style. I can confidently improvise with a partner and on my own. I can compose longer dance sequences in a small group. I can demonstrate precision and some control in response to stimuli. I can begin to vary dynamics and develop actions and motifs in response to stimuli. I can demonstrate rhythm and spatial awareness. I can change parts of a dance as a result of a self evaluation. I can use simple dance vocabulary when comparing and improving work.</p> <p><b>Compete/Perform</b> I can perform and create sequences with fluency and expression. I can perform and apply skills and techniques with control and accuracy.</p>	<p><b>DANCE</b></p> <ul style="list-style-type: none"> <li>• The pupil is able to develop simple motifs</li> <li>• The pupil can perform dances expressing the mood clearly and fluently</li> <li>• The pupil can remember, refine and repeat dance phrases</li> <li>• The pupil can structure a dance with a partner</li> </ul>
<p><b>Health and Fitness</b> I can describe how the body reacts at different times and how this affects performance. I can explain why exercise is good for health. I know some reasons for warming up and cooling down.</p> <p><b>Striking and Hitting a Ball</b> I can use a bat, racquet or stick (hockey) to hit a ball with accuracy and control. I can accurately serve underarm. I can build a rally with a partner. I can use at least two different shots in a game situation. I can use hand-eye coordination to strike a moving and a stationary ball.</p> <p><b>Throwing and Catching a Ball</b> I can develop ways of throwing and catching.</p> <p><b>Travelling with a Ball</b></p>	<p><b>GAMES</b></p> <ul style="list-style-type: none"> <li>• The pupil has consolidated their skills and improved their control and quality of them.</li> <li>• The pupil can vary their skills and employ them appropriately.</li> <li>• The pupil can use, adapt and transfer appropriate principles of play and tactics.</li> <li>• The pupil has developed the range and consistency of their skills in the games played.</li> <li>• The pupil can play in small games using a variety of formations.</li> </ul>

<p>I can move with the ball using a range of techniques showing control and fluency.</p> <p><b>Passing a Ball</b> Pass the ball with increasing speed, accuracy and success in a game situation.</p> <p><b>Possession</b> I can occasionally contribute towards helping their team to keep and win back possession of the ball in a team game.</p> <p><b>Using Space</b> I can make the best use of space to pass and receive the ball.</p> <p><b>Attacking and Defending</b> I can use a range of attacking and defending skills and techniques in a game. I can use fielding skills as an individual to prevent a player from scoring.</p> <p><b>Tactics and Rules</b> I can vary the tactics I use in a game. I can adapt rules to alter games.</p> <p><b>Compete / Perform</b> I can perform and apply skills and techniques with control and accuracy. I can take part in a range of competitive games and activities.</p> <p><b>Evaluate</b> I can watch, describe and evaluate the effectiveness of performance, giving ideas for improvements. I can modify my use of skills or techniques to achieve a better result.</p>	
<p><b>Athletics I Can's</b></p> <p><b>Health and Fitness</b> I can describe how the body reacts at different times and how this affects performance. I can explain why exercise is good for health. I know some reasons for warming up and cooling down.</p> <p><b>Running</b> I can confidently demonstrate an improved technique for sprinting. I can carry out an effective sprint finish. I can perform a relay, focusing on the baton changeover technique. I can speed up and slow down smoothly.</p> <p><b>Jumping</b> I can learn how to combine a hop, step and jump to perform the standing triple jump. I can land safely and with control. I can begin to measure the distance jumped.</p> <p><b>Throwing</b> I can perform a pull throw. I can measure the distance of my throw and continue to develop techniques to throw for increased distance.</p> <p><b>Compete/Perform</b> I can perform and apply skills and techniques with control and accuracy. I can take part in a range of competitive games and activities.</p> <p><b>Evaluate</b> I can watch, describe, and evaluate the effectiveness of performances, giving ideas for improvements. I can modify my use of skills and techniques to achieve a better result.</p>	<p><b>ATHLETICS</b></p> <ul style="list-style-type: none"> <li>• The pupil can run at different speeds smoothly and with consistency.</li> <li>• The pupil can demonstrate different combinations of jumps, showing control, co-ordination and consistency.</li> <li>• The pupil can throw a range of objects in to a target area using a range of techniques with some accuracy and power.</li> </ul>

Knowledge (Year 5)	Skills
<ul style="list-style-type: none"> <li>• The pupil compares and evaluates their own performances.</li> <li>• The pupil compares and evaluate the performance of others.</li> <li>• The pupil knows what they need to do to improve their performance.</li> <li>• The pupil knows and understands the fundamentals of the skills and rules required.</li> <li>• The pupil understands how to apply the skills they know.</li> </ul> <p><b>Knowledge I Can's</b></p> <p><b>Health and Fitness</b> I know and understand the reasons for warming up and cooling down. I can explain some safety principles when preparing for and during exercise.</p> <p><b>Evaluate</b> I can choose and use criteria to evaluate my own and others' performances. I can explain why I have used particular skills and techniques, and the effect it has had on my performance.</p> <p><b>Gymnastics I Can's</b></p> <p><b>Health and Fitness</b> I know and understand the reasons for warming up and cooling down. I can explain some safety principles when preparing for and during exercise.</p> <p><b>Acquiring and Developing Skills in Gymnastics (General)</b> I can select ideas to compose specific sequences of movements, shapes and balances. I can adapt my sequences to fit new criteria or suggestions. I can perform jumps, shapes, and balances fluently and with control. I can confidently develop the placement of my body parts in balances, recognising the position of the centre of gravity and where it should be in relation to the base of the balance. I can confidently use equipment to vault in a variety of ways. I can apply skills and techniques consistently. I can develop strength, technique, and flexibility throughout my performance. I can combine equipment with movement to create sequence.</p> <p><b>Rolls</b> I can do a forward roll from standing. I can do a straddle forward roll. I can do a pike forward roll. I can do a tucked backward roll. I can do a backward roll to straddle.</p> <p><b>Jumps</b> I can do a straight jump. I can do a tuck jump. I can do a jumping jack. I can do a star jump. I can do a straddle jump. I can do a pike jump. I can do a stage jump. I can do a straight jump half turn. I can do a straight jump full turn. I can do a cat leap. I can do a cat leap half turn.</p>	<p><b>GYMNASTICS</b></p> <ul style="list-style-type: none"> <li>• The pupil is able to balance on different body parts to create the bridge shapes both as individuals and with a partner.</li> <li>• The pupil understands and demonstrates five basic jumps showing different shapes and directions in the air and show flight from feet to hands to feet.</li> <li>• The pupil can identify and use spinning, rotation and rolling around three different axes.</li> <li>• The pupil adapts, refines and improves specific skills.</li> <li>• The pupil can transfer flight safely onto apparatus</li> <li>• The pupil understands that all gymnastic skills use various combinations of pushing, pulling, swinging and gripping.</li> </ul>

<p>I can do a split leap.</p> <p><b>Handstands, Cartwheels and Round-offs</b></p> <p>I can do a lunge into a handstand.</p> <p>I can lunge into a cartwheel.</p> <p>I can do a lunge into a round off</p> <p><b>Travelling and Linking Actions</b></p> <p>I can tiptoe, step, jump and hop.</p> <p>I can hopscotch.</p> <p>I can skip.</p> <p>I can chassis step.</p> <p>I can straight jump and half turn.</p> <p>I can straight jump and full turn.</p> <p>I can cat leap.</p> <p>I can cat leap and half turn.</p> <p>I can pivot.</p> <p><b>Shapes and Balances</b></p> <p>I can do 1, 2, 3- and 4-point balances.</p> <p>I can do balances on apparatus.</p> <p>I can do balances with and against a partner.</p> <p>I can do a pike, tuck, star, straight, straddle shapes.</p> <p>I can do front and back support.</p> <p><b>Compete/Perform</b></p> <p>I can perform my own longer, more complex sequences in time to the music.</p> <p>I can consistently perform and apply skills and techniques with accuracy and control.</p>	
<p><b>Dance Skills</b></p> <p>I can identify and repeat the movement patterns and actions of a chosen dance style.</p> <p>I can compose individual, partner and group dances that reflect the chosen dance style.</p> <p>I can show change of pace and timing in my movements.</p> <p>I can develop an awareness of my use of space.</p> <p><b>Compete/Perform</b></p> <p>I can perform longer and use more complex sequences in time to music.</p> <p>I can consistently perform and apply skills and techniques with accuracy and control.</p>	<p><b>DANCE</b></p> <ul style="list-style-type: none"> <li>• The pupil is able to translate narrative ideas to movement.</li> <li>• The pupil can show clear changes in mood and dynamics when performing</li> <li>• The pupil can remember and perform the whole dance</li> <li>• The pupil can use a variety of rhythm</li> </ul>
<p><b>Health and Fitness</b></p> <p>I know and understand the reasons for warming up and cooling down.</p> <p>I can explain some safety principles when preparing for and during exercise.</p> <p><b>Striking and Hitting a Ball</b></p> <p>I can use different techniques to hit a ball.</p> <p>I can identify and apply techniques for hitting a tennis ball.</p> <p>I can explore when different shots are best used.</p> <p>I can develop a backhand technique and use it in a game.</p> <p>I can practice techniques for all strokes.</p> <p>I can play a tennis game using an overhead serve.</p> <p><b>Throwing and Catching a Ball</b></p> <p>I can consolidate different ways of throwing and catching and know when each is appropriate in a game.</p> <p><b>Travelling with a Ball</b></p> <p>I can use a variety of ways to dribble in a game with success.</p> <p>I can use ball skills in various ways and begin to link together.</p> <p><b>Passing a Ball</b></p> <p>I can pass a ball with speed and accuracy using appropriate techniques in a game situation.</p>	<p><b>GAMES</b></p> <ul style="list-style-type: none"> <li>• The pupil applies basic tactics and strategies for attacking play.</li> <li>• The pupil can develop new skills relevant to specific games.</li> <li>• The pupil has developed the range and consistency of their skills in games activities.</li> <li>• The pupil can select and apply skills more consistently in specific activities and games.</li> <li>• The pupil can select and apply basic principles of games and apply them to different situations.</li> <li>• The pupil has consolidated their existing skills and is developing new ones.</li> </ul> <p>Athletics</p>

**Possession**

I can keep and win back possession of the ball effectively in a team game.

**Using Space**

I can demonstrate an increasing awareness of space.

**Attacking and Defending**

I can choose the best tactics for attacking and defending and shoot in a game.

I can use fielding skills as a team to prevent the opposition from scoring.

**Tactics and Rules**

I know when to pass and when to dribble in a game.

I can devise and adapt rules to create my own game.

**Compete / Perform**

I can consistently perform and apply skills and techniques with accuracy and control.

I can take part in competitive games with a strong understanding of tactics and composition.

**Evaluate**

I can choose and use others criteria to evaluate my own and other's performance.

I can explain why I have used particular skills or techniques and the effect they have had on their performance.

**Athletics I Can's****Health and Fitness**

I know and understand the reasons for warming up and cooling down.

I can explain some safety principles when preparing for and during exercise.

**Running**

I can accelerate from variety of starting positions and select their preferred starting positions.

I can identify my reaction times when performing a sprint start.

I can continue to practice and refine my technique for sprinting, focusing on an effective sprint start.

I can select the most suitable pace for the distance and my fitness level in order to maintain a sustained run.

I can identify and demonstrate stamina, explaining its importance for runner.

**Jumping**

I can improve techniques for jumping distance.

I can perform an effective standing long jump.

I can perform the standing triple jump with increased confidence.

I can develop an effective technique for the standing vertical jump (for height) including take off and flight.

I can land safely and with control.

I can measure distance and height jumped with accuracy.

I can investigate different jumping techniques.

**Throwing**

I can perform a fling throw.

I can throw a variety of implements using a range of throwing techniques.

I can measure and record the distance of my throw.

I can continue to develop techniques to throw for increased distance.

**ATHLETICS**

- The pupil can run more rhythmically and sustain their pace over longer distances.

- The pupil can throw with greater control and accuracy.

- The pupil can perform a range of jumps showing control and consistency.

- The pupil can demonstrate the basic principles of running (including relays).

**Compete/Perform**

I can consistently perform and apply skills and techniques with accuracy and control.

I can take part in competitive games with a strong understanding of tactics and composition.

**Evaluate**

I can choose and use criteria to evaluate own and other's performance.

I can explain why I have used particular skills or techniques and the effect it had had on my performance.

Knowledge (Year 6)	Skills
<ul style="list-style-type: none"> <li>• The pupil compares and evaluates their own performances.</li> <li>• The pupil compares and evaluate the performance of others.</li> <li>• The pupil knows what they need to do to improve their performance.</li> <li>• The pupil knows and understands the fundamentals of the skills and rules required.</li> <li>• The pupil understands how to apply the skills they know</li> </ul> <p><b>Knowledge I Can's</b></p> <p><b>Health and Fitness</b></p> <p>I can understand the importance of warming up and cooling down.  I can carry out warm-ups and cool-downs safely and effectively.  I can understand why exercise is good for health, fitness and wellbeing.  I know ways in which I can become healthier.</p> <p><b>Evaluate</b></p> <p>I can thoroughly evaluate my own and others' work, suggesting thoughtful and appropriate improvements.</p> <p><b>Gymnastics I Can's</b></p> <p><b>Health and Fitness</b></p> <p>I can understand the importance of warming up and cooling down.  I can carry out warm-ups and cool-downs safely and effectively.  I can understand why exercise is good for health, fitness and wellbeing.  I know ways in which I can become healthier.</p> <p><b>Acquiring and Developing Skills in Gymnastics (General)</b></p> <p>I can create my own complex sequences involving the full range of actions and movements. Travelling, balancing, holding shapes, jumping, leaping, swinging, vaulting and stretching.  I can demonstrate precise and controlled placement of body parts in their actions, shapes and balances.  I can confidently use equipment to vault and incorporate this into sequences.  I can apply skills and techniques consistently, showing precision and control.  I can develop strength, technique and flexibility throughout performances.</p> <p><b>Rolls</b></p> <p><b>Jumps</b></p> <p>I can do a straight jump.  I can do a tuck jump.  I can do a jumping jack.  I can do a star jump.  I can do a straddle jump.  I can do a pike jump.  I can do a stage jump.  I can do a straight jump half turn.  I can do a straight jump full turn.  I can do a cat leap.  I can do a cat leap half turn.  I can do a split leap.  I can do a stag leap.</p> <p><b>Handstands, Cartwheels and Round-offs</b></p> <p>I can lunge into a cartwheel.  I can do a lunge into a round off.  I can do a hurdle step.  I can start to do a hurdle step into a cartwheel.</p>	<p><b>GYMNASTICS</b></p> <ul style="list-style-type: none"> <li>• The pupil is able to match and mirror the movements of their partner.</li> <li>• The pupil is able to synchronise and canon the movements of their partner.</li> <li>• The pupil can balance on different body parts using different levels and shapes.</li> <li>• The pupil can use a variety of clear body shapes when jumping.</li> <li>• The pupil can use counter balance and counter tension with a partner.</li> </ul>

<p>I can do a hurdle step into a round-off.</p> <p><b>Travelling and Linking Actions</b></p> <p>I can tiptoe, step, jump and hop.</p> <p>I can hopscotch.</p> <p>I can skip.</p> <p>I can chassis step.</p> <p>I can straight jump and half turn.</p> <p>I can straight jump and full turn.</p> <p>I can cat leap.</p> <p>I can cat leap and half turn.</p> <p>I can pivot.</p> <p><b>Shapes and Balances</b></p> <p>I can do 1, 2, 3 and 4 point balances.</p> <p>I can do balances on apparatus.</p> <p>I can do develop my technique, control and complexity of part0weight partner balances.</p> <p>I can take part in group formations.</p> <p>I can pike, tuck, straight and make straddle shapes.</p> <p>I can be a back and front support.</p> <p><b>Compete/Perform</b></p> <p>I can link actions to create a complex sequence using a full range of movement that showcases different agilities, performed in time to music.</p> <p>I can perform and apply a variety of skills and techniques and confidently, consistently and with precision.</p> <p>I can begin to record my peers performances, and evaluate them</p>	
<p><b>Dance Skills</b></p> <p>I can identify and repeat the movement patterns and actions and actions of a chosen dance style.</p> <p>I can compose individual, partner and group dances that reflect the chosen dance style.</p> <p>I can use dramatic expression in dance movements and motifs.</p> <p>I can perform with confidence, using a range of movement patterns.</p> <p>I can demonstrate strong and controlled movements throughout a dance sequence.</p> <p>I can move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs.</p> <p>I can show a change of pace and timing in my movements.</p> <p>I can move rhythmically and accurately in dance sequences.</p> <p>I can improvise with confidence, still demonstrating fluency across my sequence.</p> <p>I can dance with fluency and control, linking all movements and ensuring that transitions flow.</p> <p>I can demonstrate consistent precision when performing dance sequences.</p> <p>I can modify some elements of a sequence because of self and peer evaluation.</p> <p>I can use complex dance vocabulary to compare and improve work.</p> <p><b>Compete/Perform</b></p> <p>I can link actions to create a complex sequence using a full range of movement.</p> <p>I can perform the sequence in time to music</p> <p>I can perform and apply a variety of skills and techniques confidently, consistently and with precision.</p>	<p><b>DANCE</b></p> <ul style="list-style-type: none"> <li>• The pupil works creatively and imaginatively, on their own and with a partner.</li> <li>• The pupil performs expressively and sensitively to accompaniment.</li> <li>• The pupil can perform set patterns and dances fluently and with control.</li> <li>• The pupil can create and structure motifs, phrases, sections and whole dances.</li> </ul>
<p><b>Health and Fitness</b></p> <p>I can understand the importance of warming up and cooling down.</p> <p>I can carry out warm-ups and cool-downs safely and effectively.</p> <p>I can understand why exercise is good for health, fitness and wellbeing.</p> <p>I know ways in which I can become healthier.</p>	<p><b>GAMES</b></p> <ul style="list-style-type: none"> <li>• The pupil can combine and perform skills more fluently.</li> <li>• The pupil can use skills appropriately in a game situation.</li> </ul>

**Striking and Hitting a Ball**

I can hit a bowled ball over longer distances.

I can use good hand-eye coordination to be able to direct a ball when striking or hitting.

I understand how to serve in order to start a game.

**Throwing and Catching a Ball**

I can throw and catch accurately and successfully under pressure in a game.

**Travelling with a Ball**

I can show confidence in using ball skills in various ways in a game situation and link these together effectively.

**Passing a Ball**

I can choose and make the best pass in a game situation and link a range of skills together with fluency e.g passing and receiving the ball on the move.

**Possession**

I can keep and win back possession of the ball effectively and in a variety of ways in a team game.

**Using Space**

I can demonstrate a good awareness of space.

**Attacking and Defending**

I can think ahead and create a plan of attack or defence.

I can apply knowledge of skills for attacking and defending.

I can work as a team to develop fielding strategies to prevent the opposition from scoring.

**Tactics and Rules**

I can follow and create complicated rules to play a game successfully.

I can communicate plans to others during a game.

I can lead others during a game.

**Compete / Perform**

I can perform and apply a variety of skills and techniques confidently, consistently and with precision.

I can take part in competition games with a strong understanding of tactics and composition.

**Evaluate**

I can thoroughly evaluate their own and other's work, suggesting thoughtful and appropriate improvements.

- The pupil shows consistency and accuracy in their skills.
- The pupil can use attacking and defending strategies more consistently.
- The pupil can apply a range of tactics for attack and defence.
- The pupil can play small sided and modified versions of games.

**Athletics I Can's****Health and Fitness**

I can understand the importance of warming up and cooling down.

I can carry out warm-ups and cool-downs safely and effectively.

I can understand why exercise is good for health, fitness and wellbeing.

I know ways in which I can become healthier.

**Running**

I can recap, practice and refine an effective sprinting technique, including reaction time.

I can build up speed quickly for a sprint finish.

I can run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern.

I can accelerate to pass other competitors.

I can work as a team to competitively perform a relay.

I can confidently and independently select the most appropriate pace for different distances and different parts of the run.

I can demonstrate endurance and stamina over longer distances in order to maintain a sustained run.

**ATHLETICS**

- The pupil can throw with greater control, accuracy and efficiency.
- The pupil can sustain their pace over longer distances.
- The pupil can perform a range of jumps showing power, control and consistency at both take off and landing.
- The pupil can demonstrate the basic principles of running (including relays).

**Jumping**

I can develop the technique for the standing vertical jump.

I can maintain control at each of the different stages of the triple jump.

I can land safely and with control.

I can develop and improve their techniques for jumping for height and distance and support others in improving my performance.

I can perform and apply different types of jumps in other contexts.

I can set up and lead jumping activities including measuring the jumps with confidence and accuracy.

**Throwing**

I can perform a heave throw.

I can measure and record the distance of their throws.

I can continue to develop techniques to throw for increased distance and support others in improving their personal best.

I can develop and refine techniques to throw for accuracy.

**Compete/Perform**

I can perform and apply a variety of skills and techniques confidently, consistently and with precision.

I can take part in competitive games with a strong understanding of tactics and composition.

**Evaluate**

Thoroughly evaluate my own and other's work, suggesting thoughtful and appropriate improvements.