Vocabulary	Question	Assessment Criteria	Key Skills	Substantive Knowledge	Disciplinary Knowledge	Links to wider curriculum	Oracy	Wider Community Links/Personal Development
Agility	Autumn 1	I can go slower or stop	Physical –	Slowing down,	Children can	Writing/Reading –	I slowed down	-
	Fitness	then go again when I	5.1	stopping, and	recognise how their		because I felt	
Balance		get tired.	Balance	starting again	body feels during	Learning of key	To go fostor I	
Balarico	(Year 3)	I can lean forward to	Run Dodge	helps the body manage energy	movement (e.g., tiredness, faster	vocabulary.	To go faster, I leaned	
Coordination		speed up.	Нор	during physical	heartbeat) and	Communication	leariea	
Co-ordination	Can I understand	эр э э э э э э э э э э э э э э э э э э	Jump	activity and builds	adjust pace or rest	skills.	When I found it	
	how balance helps us in everyday life?	I can persevere when I	Skip	endurance over	as needed.		tricky, I kept	
Control	Us in everyddy mey	find a challenge hard.		time.		Understand and	going by	
	Can I understand		Social –		Body position	follow instructions.		
Muscle	how co-ordination	I can take small steps		Leaning the body	affects movement—		I changed	
	helps us in	to change direction.	Respect Communication	forward slightly	leaning forward	Maths –	direction by	
Progress	everyday life?	I can work safely with	Co-operation	while running helps increase speed by	when running helps build momentum	Addition and	taking	
11091033		others.	Safety	shifting weight and	and go faster.	counting.	I worked safely	
Con an and	Can Lunderstand	0111013.	odioty	improving	and go rasion.	Coorning.	with my partner	
Speed	how strength helps us in everyday life?	I demonstrate balance	Emotional –	momentum.	Perseverance	Estimating	by	
	Us in everyddy mes	when performing other			means trying again	distances.		
Stamina	Can I understand	fundamentals skills.	Determination	Taking small,	when something		One thing I did	
	how speed helps	1	Perseverance	controlled steps	feels hard , using		well today was	
Strength	us in everyday life?	I understand that there are different areas of	Honesty	improves balance and coordination,	effort and practice		Next time, I want	
		fitness.	Independence	especially when	to gradually improve.		to get better at	
Technique	Can Lunderstand	1111033.	Thinking –	changing direction	implovo.		To get better at	
10011111900	how agility helps us		g	or avoiding	Spatial awareness		I balanced well	
	in everyday life?		Comprehension	obstacles.	and turn-taking help		when I	
	Can Lunderstand		Select and apply		pupils work safely			
	how stamina helps		Tactics	Working safely with	and fairly with		I know this helped	
	us in everyday life?		Exploration	others means	others in physical		my fitness	
				being aware of personal space,	activities.		because	
				following	Fitness includes		I used small steps	
				instructions, and	several areas (e.g.,		so that I could	
				using equipment	balance, agility,			
				correctly to	coordination), and			
				prevent accidents.	pupils begin to			
				The same of the same of	notice which are			
				There are different components of	needed for different tasks or challenges.			
				fitness—such as	lasks of challetiges.			
				strength, balance,				
				flexibility, and				
				stamina—and				
				each supports				
				different types of				
				physical activity.				

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Accuracy	Autumn 1	I can demonstrate the	Physical –	Stamina and Pace:	How Our Body	Writing/Reading-	I noticed that	
	Athletics	difference in sprinting	5	Stamina helps you	Moves: Knowing		when I run faster,	
Distance		and jogging	Pace	keep going for	how our muscles	Learning of key	my	
Distance	(Year 4)	techniques.	Sprint	longer distances	and joints help us	vocabulary.	changes.	
			Jump for distance	by running at a	run, jump, and			
Heave	Can I develop	I can explain what	Throw for distance	steady pace	throw better.	Communicating	To jump farther, I	
	stamina and an	happens in my body		instead of sprinting		ideas.	need to	
l au ua ala	understanding of	when I warm up.	Social –	all the time.	Using Energy:		and	
Launch	speed and pace in				Understanding that	Reading task		
	relation to	I can identify when I	Collaboration	Sprinting Power	short fast runs use	cards.	My throwing	
Measure	distance?	was successful and	Leadership	and Speed: Using	quick energy, and		technique	
		what I need to do to		strong leg muscles	longer runs need	Maths –	improved when I	
O. ()	Can I develop my	improve.	Emotional –	and good arm	energy you can		·	
Official	power and speed			movement	keep using for a	Timing partner in		
	in the sprinting	I can jump for distance	Perseverance	improves your	while.	events	I feel more	
Officiate	technique?	with balance and	Determination	sprinting speed		Measuring	powerful in	
Officialo		control.	Honesty	and power.	Learning New Skills:	distances with	sprinting when I	
_	Can I develop my				Practicing to get	cones	use my	
Pace	technique when	I can throw with some	Thinking –	Jumping	better at moving	Estimating speeds		
	jumping for	accuracy and power		Technique: A fast	smoothly, keeping	to match their	Stamina helps me	
Power	distance?	to a target area.	Reflection	run-up, bending	balance, and	partner's pace	because I can	
1 0 4 4 6 1			Observing and	your knees, and	controlling your		without	
	Can I develop	I show determination	providing feedback	swinging your arms	body.	Science -	getting too tired.	
Record	power and	to improve my	Exploring ideas	help you jump				
	technique when	personal best.	Comprehension	farther and land	Measuring	Understanding	A good pace	
bood	throwing for			safely.	Performance:	the effect	means I don't	
Speed	distance?	I support and			Knowing how to	exercise has on	too	
		encourage others to		Throwing Power	measure how far,	the body	quickly.	
Stamina	Can I develop a	work to their best.		and Technique:	fast, or long you run	Understanding		
	pull throw for			Coordinating leg	or jump, and	how the body	When I officiate, I	
Ctriclo	distance and			push, hip rotation,	checking results	reacts to different	make sure to	
Stride	accuracy?			and arm	carefully.	exercises	fairly	
	,			movement helps		Estimating	and carefully.	
Technique	Can I develop			throw objects	Rules and Fair Play:	distances		
	officiating and			farther and more	Learning the rules of	Exploring the	I found it easier to	
T ((performing skills?			accurately.	games and helping	impact of	throw accurately	
Transfer of					make sure everyone	strength and	when I	
weight				Pull Throw and	plays fairly and	speed on		
•				Officiating: Pulling	safely.	distance	Using my arms	
				the object before		produced	during the jump	
				pushing improves		Exploring	helps me to	
				throwing distance		transferring		
				and control;		weight to create		
				officiating means		power	I learned that	
				knowing rules and			balance is	
				measuring fairly.			important	
							because	
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Action	Autumn 2/	I am respectful of	Physical –	Respect and	Watching and	Writing/Reading-	I noticed that	
		others when watching		Audience Skills:	Reflecting:		you used	
Canon	Spring 1	them perform.	Actions	Watching others	Watching others	Learning of key	One movement	
Canon	Dance		Dynamics	quietly and	dance helps you	vocabulary.	that stood out	
		I can provide	Space	clapping at the	notice what works		was	
Create	(Year 3)	feedback using key	Relationships	end shows respect	well and what	Understand and		
		words.		and helps	could be improved.	follow instructions,	Your use of space	
D	MACHINES:		Social –	everyone feel		linking actions to	showed	
Dynamics		I can repeat,		confident.	Giving Feedback:	counts.		
	Can I create	remember and	Share ideas		Saying what		I liked how you	
Explore	actions in response	perform a dance	Respect	Using Dance	someone did well	Communication	changed the	
Ελβίσισ	to a stimulus and	phrase.	Collaboration	Words: Using words	and giving a tip	with a partner	speed to show	
	move in unison		Inclusion	like levels, timing,	helps them improve	and group.		
Expression	with a partner?	I can use counts to	Leadership	and energy helps	their dance.		We used different	
		keep in time with a	Work safely	give useful		Communicating	levels to	
Extend	Can I create	partner and group.		feedback to	Practising and	and exploring	represent	
LAICHG	actions to move in		Emotional –	others.	Rehearsing:	ideas to create a		
	contact with a	I can use dynamic and			Repeating your	dance phrase.	Our movements	
Feedback	partner or interact	expressive qualities in	Confidence	Remembering	dance with focus		matched the	
	with a partner?	relation to an idea.	Acceptance	Dance Moves:	helps you get better	Maths –	music by	
Formation			Sensitivity	Repeating a	each time.			
Formation	Can I select and	I can work with a	Perseverance	dance phrase		Counting to stay	I think our dance	
	link appropriate	partner and in a small		helps you	Working with Others:	in time with music	shows the theme	
Interact	actions and	group, sharing ideas.	Thinking –	remember it and	Sharing ideas,	and a group.	because	
	dynamics to show			perform it more	listening, and taking			
Daubless	our dance idea.	I create short dance	Select and apply	clearly.	turns helps create	Using distances to	Let's practise that	
Pathway		phrases that	actions		better group	create accurate	part again so we	
	A TRIP TO	communicate the	Creativity	Dancing in Time:	dances.	formations.	stay in time.	
Perform		idea.	Observe and provide	Counting the				
	Can I remember,		feedback	beats (like 1-2-3-4)	Creating and	Music -	Working in a	
D	repeat and create			helps you stay in	Improving: Trying		group helped us	
Pose	actions to			time with music	out new moves and	Exploring rhythm.	to	
	represent an idea.			and your group.	changing them			
Timing					helps you show your	Counting music	I feel more	
11111119	Can I share ideas			Expression and	idea clearly.	to create	confident	
	of actions and			Ideas: Using your		movement.	performing	
Unison	dynamics to			face, body, and			because	
	create a dance			energy helps show				
	that shows a			the feelings or story				
	location?			in your dance.				
	Can I use							
	choreographing							
	ideas to develop							
	our dance?							
	COUNTRY AND							
	WESTERN							
	Can I use straight							
	pathways and							

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	clear changes in							
	direction in a line							
	dance?							
	Can I use canon							
	and unison to							
	make our line							
	dance look							
	interesting?							
	SUPERPOWERS							
	Can I remember,							
	repeat and create							
	actions around a							
	theme?							
	lileille \$							
	Can I understand							
	and use							
	formations?							
	Can I structure a							
	dance to							
	represent a							
	theme?							
Body tension	Autumn 2/	I can explain what	Physical –	Exercise makes	Watching and	Writing/Reading-	I noticed that you	
Body tension	Autumn 2/	I can explain what happens to my body	Physical –	Exercise makes your heart beat	Watching and Reflecting:	Writing/Reading-	I noticed that you held your	
			Physical – Individual and		_	Writing/Reading- Learning of key		
Body tension Bridge	Spring 1	happens to my body		your heart beat	Reflecting:		held your	
	Spring 1 Gymnastics	happens to my body when I exercise and how this helps to make	Individual and partner balances	your heart beat faster and	Reflecting: Watching others perform helps you	Learning of key	held your balance by	
Bridge	Spring 1	happens to my body when I exercise and	Individual and partner balances Rotation jumps	your heart beat faster and strengthens your muscles, which	Reflecting: Watching others perform helps you spot strong shapes,	Learning of key vocabulary.	held your	
	Spring 1 Gymnastics	happens to my body when I exercise and how this helps to make me healthy.	Individual and partner balances Rotation jumps Straight roll	your heart beat faster and strengthens your muscles, which helps keep you	Reflecting: Watching others perform helps you spot strong shapes, good control, and	Learning of key vocabulary. Understand and	held your balance by One thing that worked well in our	
Bridge	Spring 1 Gymnastics (Year 4)	happens to my body when I exercise and how this helps to make me healthy. I can plan and perform	Individual and partner balances Rotation jumps Straight roll Barrel roll	your heart beat faster and strengthens your muscles, which	Reflecting: Watching others perform helps you spot strong shapes,	Learning of key vocabulary. Understand and safely follow	held your balance by One thing that	
Bridge	Spring 1 Gymnastics (Year 4) Can I develop	happens to my body when I exercise and how this helps to make me healthy. I can plan and perform sequences with a	Individual and partner balances Rotation jumps Straight roll Barrel roll Forward roll	your heart beat faster and strengthens your muscles, which helps keep you healthy.	Reflecting: Watching others perform helps you spot strong shapes, good control, and areas to improve.	Learning of key vocabulary. Understand and	held your balance by One thing that worked well in our sequence was	
Bridge Contrast	Spring 1 Gymnastics (Year 4) Can I develop individual and	happens to my body when I exercise and how this helps to make me healthy. I can plan and perform sequences with a partner that include a	Individual and partner balances Rotation jumps Straight roll Barrel roll Forward roll Straddle roll	your heart beat faster and strengthens your muscles, which helps keep you healthy.	Reflecting: Watching others perform helps you spot strong shapes, good control, and areas to improve. Giving Feedback:	Learning of key vocabulary. Understand and safely follow instructions.	held your balance by One thing that worked well in our sequence was You showed	
Bridge Contrast Extend	Spring 1 Gymnastics (Year 4) Can I develop	happens to my body when I exercise and how this helps to make me healthy. I can plan and perform sequences with a partner that include a change of level and	Individual and partner balances Rotation jumps Straight roll Barrel roll Forward roll Straddle roll Bridge	your heart beat faster and strengthens your muscles, which helps keep you healthy. A sequence in gymnastics	Reflecting: Watching others perform helps you spot strong shapes, good control, and areas to improve. Giving Feedback: Using clear words	Learning of key vocabulary. Understand and safely follow instructions. Structuring and	held your balance by One thing that worked well in our sequence was You showed good control	
Bridge Contrast	Spring 1 Gymnastics (Year 4) Can I develop individual and partner balances?	happens to my body when I exercise and how this helps to make me healthy. I can plan and perform sequences with a partner that include a	Individual and partner balances Rotation jumps Straight roll Barrel roll Forward roll Straddle roll	your heart beat faster and strengthens your muscles, which helps keep you healthy. A sequence in gymnastics includes changes	Reflecting: Watching others perform helps you spot strong shapes, good control, and areas to improve. Giving Feedback: Using clear words like "tension" and	Learning of key vocabulary. Understand and safely follow instructions. Structuring and providing	held your balance by One thing that worked well in our sequence was You showed	
Bridge Contrast Extend	Spring 1 Gymnastics (Year 4) Can I develop individual and partner balances? Can I develop	happens to my body when I exercise and how this helps to make me healthy. I can plan and perform sequences with a partner that include a change of level and shape.	Individual and partner balances Rotation jumps Straight roll Barrel roll Forward roll Straddle roll Bridge Shoulder stand	your heart beat faster and strengthens your muscles, which helps keep you healthy. A sequence in gymnastics includes changes in level, shape,	Reflecting: Watching others perform helps you spot strong shapes, good control, and areas to improve. Giving Feedback: Using clear words like "tension" and "balance" helps	Learning of key vocabulary. Understand and safely follow instructions. Structuring and providing feedback to	held your balance by One thing that worked well in our sequence was You showed good control when you	
Bridge Contrast Extend Flow	Spring 1 Gymnastics (Year 4) Can I develop individual and partner balances? Can I develop individual and	happens to my body when I exercise and how this helps to make me healthy. I can plan and perform sequences with a partner that include a change of level and shape. I can provide	Individual and partner balances Rotation jumps Straight roll Barrel roll Forward roll Straddle roll Bridge	your heart beat faster and strengthens your muscles, which helps keep you healthy. A sequence in gymnastics includes changes in level, shape, and smooth	Reflecting: Watching others perform helps you spot strong shapes, good control, and areas to improve. Giving Feedback: Using clear words like "tension" and "balance" helps others understand	Learning of key vocabulary. Understand and safely follow instructions. Structuring and providing	held your balance by One thing that worked well in our sequence was You showed good control when you Next time, you	
Bridge Contrast Extend	Spring 1 Gymnastics (Year 4) Can I develop individual and partner balances? Can I develop individual and partner balances	happens to my body when I exercise and how this helps to make me healthy. I can plan and perform sequences with a partner that include a change of level and shape. I can provide feedback using	Individual and partner balances Rotation jumps Straight roll Barrel roll Forward roll Straddle roll Bridge Shoulder stand	your heart beat faster and strengthens your muscles, which helps keep you healthy. A sequence in gymnastics includes changes in level, shape, and smooth transitions	Reflecting: Watching others perform helps you spot strong shapes, good control, and areas to improve. Giving Feedback: Using clear words like "tension" and "balance" helps others understand how to improve	Learning of key vocabulary. Understand and safely follow instructions. Structuring and providing feedback to others.	held your balance by One thing that worked well in our sequence was You showed good control when you Next time, you could improve	
Bridge Contrast Extend Flow Fluidly	Spring 1 Gymnastics (Year 4) Can I develop individual and partner balances? Can I develop individual and	happens to my body when I exercise and how this helps to make me healthy. I can plan and perform sequences with a partner that include a change of level and shape. I can provide feedback using appropriate language	Individual and partner balances Rotation jumps Straight roll Barrel roll Forward roll Straddle roll Bridge Shoulder stand Social – Work safely	your heart beat faster and strengthens your muscles, which helps keep you healthy. A sequence in gymnastics includes changes in level, shape, and smooth transitions between	Reflecting: Watching others perform helps you spot strong shapes, good control, and areas to improve. Giving Feedback: Using clear words like "tension" and "balance" helps others understand	Learning of key vocabulary. Understand and safely follow instructions. Structuring and providing feedback to	held your balance by One thing that worked well in our sequence was You showed good control when you Next time, you	
Bridge Contrast Extend Flow	Spring 1 Gymnastics (Year 4) Can I develop individual and partner balances? Can I develop individual and partner balances using apparatus?	happens to my body when I exercise and how this helps to make me healthy. I can plan and perform sequences with a partner that include a change of level and shape. I can provide feedback using	Individual and partner balances Rotation jumps Straight roll Barrel roll Forward roll Straddle roll Bridge Shoulder stand Social – Work safely Determination	your heart beat faster and strengthens your muscles, which helps keep you healthy. A sequence in gymnastics includes changes in level, shape, and smooth transitions	Reflecting: Watching others perform helps you spot strong shapes, good control, and areas to improve. Giving Feedback: Using clear words like "tension" and "balance" helps others understand how to improve their movements.	Learning of key vocabulary. Understand and safely follow instructions. Structuring and providing feedback to others. Maths –	held your balance by One thing that worked well in our sequence was You showed good control when you Next time, you could improve by	
Bridge Contrast Extend Flow Fluidly	Spring 1 Gymnastics (Year 4) Can I develop individual and partner balances? Can I develop individual and partner balances using apparatus? Can I develop	happens to my body when I exercise and how this helps to make me healthy. I can plan and perform sequences with a partner that include a change of level and shape. I can provide feedback using appropriate language relating to the lesson.	Individual and partner balances Rotation jumps Straight roll Barrel roll Forward roll Straddle roll Bridge Shoulder stand Social – Work safely Determination Collaboration	your heart beat faster and strengthens your muscles, which helps keep you healthy. A sequence in gymnastics includes changes in level, shape, and smooth transitions between movements.	Reflecting: Watching others perform helps you spot strong shapes, good control, and areas to improve. Giving Feedback: Using clear words like "tension" and "balance" helps others understand how to improve their movements. Practising and	Learning of key vocabulary. Understand and safely follow instructions. Structuring and providing feedback to others. Maths – Learning degrees	held your balance by One thing that worked well in our sequence was You showed good control when you Next time, you could improve by We included	
Bridge Contrast Extend Flow Fluidly Inverted	Spring 1 Gymnastics (Year 4) Can I develop individual and partner balances? Can I develop individual and partner balances using apparatus? Can I develop control in	happens to my body when I exercise and how this helps to make me healthy. I can plan and perform sequences with a partner that include a change of level and shape. I can provide feedback using appropriate language relating to the lesson. I can safely perform	Individual and partner balances Rotation jumps Straight roll Barrel roll Forward roll Straddle roll Bridge Shoulder stand Social – Work safely Determination Collaboration	your heart beat faster and strengthens your muscles, which helps keep you healthy. A sequence in gymnastics includes changes in level, shape, and smooth transitions between movements. Using key words	Reflecting: Watching others perform helps you spot strong shapes, good control, and areas to improve. Giving Feedback: Using clear words like "tension" and "balance" helps others understand how to improve their movements. Practising and Rehearsing:	Learning of key vocabulary. Understand and safely follow instructions. Structuring and providing feedback to others. Maths –	held your balance by One thing that worked well in our sequence was You showed good control when you Next time, you could improve by We included different shapes	
Bridge Contrast Extend Flow Fluidly Inverted Landing	Spring 1 Gymnastics (Year 4) Can I develop individual and partner balances? Can I develop individual and partner balances using apparatus? Can I develop control in performing and	happens to my body when I exercise and how this helps to make me healthy. I can plan and perform sequences with a partner that include a change of level and shape. I can provide feedback using appropriate language relating to the lesson. I can safely perform balances individually	Individual and partner balances Rotation jumps Straight roll Barrel roll Forward roll Straddle roll Bridge Shoulder stand Social – Work safely Determination Collaboration	your heart beat faster and strengthens your muscles, which helps keep you healthy. A sequence in gymnastics includes changes in level, shape, and smooth transitions between movements. Using key words like balance,	Reflecting: Watching others perform helps you spot strong shapes, good control, and areas to improve. Giving Feedback: Using clear words like "tension" and "balance" helps others understand how to improve their movements. Practising and Rehearsing: Repeating	Learning of key vocabulary. Understand and safely follow instructions. Structuring and providing feedback to others. Maths – Learning degrees of rotation.	held your balance by One thing that worked well in our sequence was You showed good control when you Next time, you could improve by We included	
Bridge Contrast Extend Flow Fluidly Inverted	Spring 1 Gymnastics (Year 4) Can I develop individual and partner balances? Can I develop individual and partner balances using apparatus? Can I develop control in performing and landing rotation	happens to my body when I exercise and how this helps to make me healthy. I can plan and perform sequences with a partner that include a change of level and shape. I can provide feedback using appropriate language relating to the lesson. I can safely perform	Individual and partner balances Rotation jumps Straight roll Barrel roll Forward roll Straddle roll Bridge Shoulder stand Social – Work safely Determination Collaboration Communication Respect	your heart beat faster and strengthens your muscles, which helps keep you healthy. A sequence in gymnastics includes changes in level, shape, and smooth transitions between movements. Using key words like balance, control, and	Reflecting: Watching others perform helps you spot strong shapes, good control, and areas to improve. Giving Feedback: Using clear words like "tension" and "balance" helps others understand how to improve their movements. Practising and Rehearsing: Repeating sequences helps	Learning of key vocabulary. Understand and safely follow instructions. Structuring and providing feedback to others. Maths – Learning degrees of rotation. Creating an	held your balance by One thing that worked well in our sequence was You showed good control when you Next time, you could improve by We included different shapes by using	
Bridge Contrast Extend Flow Fluidly Inverted Landing	Spring 1 Gymnastics (Year 4) Can I develop individual and partner balances? Can I develop individual and partner balances using apparatus? Can I develop control in performing and	happens to my body when I exercise and how this helps to make me healthy. I can plan and perform sequences with a partner that include a change of level and shape. I can provide feedback using appropriate language relating to the lesson. I can safely perform balances individually and with a partner.	Individual and partner balances Rotation jumps Straight roll Barrel roll Forward roll Straddle roll Bridge Shoulder stand Social – Work safely Determination Collaboration	your heart beat faster and strengthens your muscles, which helps keep you healthy. A sequence in gymnastics includes changes in level, shape, and smooth transitions between movements. Using key words like balance, control, and tension helps us	Reflecting: Watching others perform helps you spot strong shapes, good control, and areas to improve. Giving Feedback: Using clear words like "tension" and "balance" helps others understand how to improve their movements. Practising and Rehearsing: Repeating sequences helps you build control,	Learning of key vocabulary. Understand and safely follow instructions. Structuring and providing feedback to others. Maths – Learning degrees of rotation. Creating an understanding of	held your balance by One thing that worked well in our sequence was You showed good control when you Next time, you could improve by We included different shapes by using Our partner	
Bridge Contrast Extend Flow Fluidly Inverted Landing position	Spring 1 Gymnastics (Year 4) Can I develop individual and partner balances? Can I develop individual and partner balances using apparatus? Can I develop control in performing and landing rotation jumps?	happens to my body when I exercise and how this helps to make me healthy. I can plan and perform sequences with a partner that include a change of level and shape. I can provide feedback using appropriate language relating to the lesson. I can safely perform balances individually and with a partner. I can watch, describe	Individual and partner balances Rotation jumps Straight roll Barrel roll Forward roll Straddle roll Bridge Shoulder stand Social – Work safely Determination Collaboration Communication Respect Emotional –	your heart beat faster and strengthens your muscles, which helps keep you healthy. A sequence in gymnastics includes changes in level, shape, and smooth transitions between movements. Using key words like balance, control, and tension helps us give clear and	Reflecting: Watching others perform helps you spot strong shapes, good control, and areas to improve. Giving Feedback: Using clear words like "tension" and "balance" helps others understand how to improve their movements. Practising and Rehearsing: Repeating sequences helps you build control, improve timing, and	Learning of key vocabulary. Understand and safely follow instructions. Structuring and providing feedback to others. Maths – Learning degrees of rotation. Creating an	held your balance by One thing that worked well in our sequence was You showed good control when you Next time, you could improve by We included different shapes by using Our partner balance worked	
Bridge Contrast Extend Flow Fluidly Inverted Landing	Spring 1 Gymnastics (Year 4) Can I develop individual and partner balances? Can I develop individual and partner balances using apparatus? Can I develop control in performing and landing rotation jumps? Can I develop	happens to my body when I exercise and how this helps to make me healthy. I can plan and perform sequences with a partner that include a change of level and shape. I can provide feedback using appropriate language relating to the lesson. I can safely perform balances individually and with a partner. I can watch, describe and suggest possible	Individual and partner balances Rotation jumps Straight roll Barrel roll Forward roll Straddle roll Bridge Shoulder stand Social – Work safely Determination Collaboration Communication Respect Emotional – Confidence	your heart beat faster and strengthens your muscles, which helps keep you healthy. A sequence in gymnastics includes changes in level, shape, and smooth transitions between movements. Using key words like balance, control, and tension helps us	Reflecting: Watching others perform helps you spot strong shapes, good control, and areas to improve. Giving Feedback: Using clear words like "tension" and "balance" helps others understand how to improve their movements. Practising and Rehearsing: Repeating sequences helps you build control, improve timing, and remember each	Learning of key vocabulary. Understand and safely follow instructions. Structuring and providing feedback to others. Maths – Learning degrees of rotation. Creating an understanding of	held your balance by One thing that worked well in our sequence was You showed good control when you Next time, you could improve by We included different shapes by using Our partner	
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I used body		Working with a	Balancing safely	Thinking –	others' performances	sequence building	
,		_		minking –	· ·	II.	
tension to help		Partner: Listening,	means using body	Observe and provide	and my own.	using apparatus?	Perform
me		sharing ideas, and	tension, staying still,		Lundaratora di bayy ba diy	Can I dovalor the	
Latte constitue the est		supporting each	and working	feedback	I understand how body	Can I develop the	Dotation
Let's practise that		other helps create	carefully with a	Select and apply	tension can improve	straight, barrel,	Rotation
part again so we		safer and stronger	partner.	actions	the control and quality	forward and	
can		partner balances.	T	Creativity	of my movements.	straddle roll?	Sequence
			Tightening your	Evaluate and			
Watching others		Evaluating and	muscles (body	improve		Can I assess my	
helped me		Improving: Thinking	tension) helps you			straight, barrel,	Shoulder
understand how		about what went	move with more			forward and	stand
to		well and what to	control and better			straddle roll?	
I for all and and		change next time	quality.				Ctability
I feel more		helps make your				Can I link actions	Stability
confident now		performance better.				that flow using the	
because I can						rolls I have learnt?	Wrist grip
						Cana I limita a citica	
						Can I link actions	
						that flow in a	
						partner sequence	
						using the rolls I	
						have learnt?	
						Can I develop	
						strength in inverted	
						_	
						111046111611125	
						Can I develop	
						1	
						_	
						111046111611134	
						Can I create a	
						1	
						5.15 5 5.150 1	
						Can I create a	
						include the skills I	
						have learnt and	
						apparatus?	
	Writing/Reading-			Physical –	I can self-manage a		Accelerate
				-	_	_	, 1000101010
	Learning of key			Throw	mates and officiate a	Handball	A -
	vocabulary.			Catch	I	(Year 4)	Accuracy
				Run	basic rules.	,	
	Understand and			Jump		Can I develop	Decision
	follow instructions.			Shoot		passing and	2 3 3 3 3 7 7
	Learning of key vocabulary. Understand and			Throw Catch Run Jump	match by applying the	movements? Can I develop strength in inverted movements? Can I create a 'great' partner sequence to include the skills I have learnt and apparatus? Can I create a 'great' partner sequence to include the skills I have learnt and apparatus? Spring 2 Handball (Year 4) Can I develop	Accelerate Accuracy Decision

	moving and play	I can delay an	Change direction		
	within the rules of	opponent and help to	Change speed	Communication	
Delay	the game?	prevent the other	Change speed	skills.	
	mo gamo.	team from scoring.	Social –	Janua,	
Deny	Can I develop	l loan norm sconing.	333.4.	Maths –	
Borry	movement skills to	I can move to space	Communication	Manis	
	lose a defender	to help my team to	Co-operation	Estimating	
Gain	and find space?	keep possession and	Work safely	distances.	
		score goals.	Collaboration		
Intercept	I can use space		Respect		
ппогоорт	effectively to	I can provide			
	create shooting	feedback using key	Emotional –		
Invasion	opportunities	terminology and			
		understand what I	Honesty and fair play		
Momentum	Can I use	need to do to improve.	Determination		
771011101110111	defensive skills to	·	Confidence		
	intercept a pass	I can throw, catch and	Empathy		
Opposing	and gain	shoot with increasing			
	possession?	control.	Thinking –		
Option					
- 1-	Can I develop	I can use simple tactics	Decision making		
Deferee	defending skills to	to help my team gain	Identify		
Referee	delay an	possession.	Select and apply		
	opponent and		Reflection		
Supporting	gain possession?	I understand the rules			
		of the game and I can			
Timina	Can I apply skills	use them often and			
Timing	and knowledge to	honestly.			
	compete in a tournament?				
Tournament	TOUTTAINETTY				
Attack	Spring 2	I am beginning to use	Physical –	Writing/Reading-	
		simple tactics.			
Control	Netball		Run	Learning of key	
Cornio	(Year 3)	I am learning the rules	Throw	vocabulary.	
		of the game and am	Catch		
Court	Can I understand	beginning to use them	Shoot	Understand and	
	the role of an	honestly.	Change direction	follow instructions.	
Defend	attacker when in	Logn communicate	Change speed	Communication	
Dolona	possession?	I can communicate	Social –	Communication skills.	
		with my team and move into space to	social -	SKIIIS.	
Intercept	Can I develop	support them.	Communication	Maths –	
	movement skills to		Collaboration	Maiis –	
Invasion	lose a defender?	I can defend an	Sporting behaviour	Addition.	
, 43.011	Can Lundaratana	opponent and try to		Addition.	
	Can I understand that scoring goals	win the ball.	Emotional –	Estimating	
Opposition	is an attacking skill			distances.	
	and learn how to	I can pass, receive	Honesty		
Possession	do this?	and shoot the ball with	Perseverance		
	GO ITIIJ?	some control.	Confidence		

Receive	Can Lunderstand	I can provide	Thinking -			
	the role of	feedback using key				
Technique	defender?	words.	Select and apply skills Apply tactics			
Teammate	Can I remember that intercepting is a defending skill	I understand my role as an attacker and as a defender.	Observation Apply rules			
Tournament	and explore ways to do this?	I work cooperatively				
Umpire	Can I apply skills and knowledge to play games using netball rules?	with my group to self- manage games.				
Accurate	Summer 1	I am beginning to use	Physical –		Writing/Reading-	
	Hockey	simple tactics.	Run		Learning of key	
Attack	(Year 3)	I am learning the rules of the game and am	Dribble Pass		vocabulary.	
Attacker	Can I send and	beginning to use them honestly.	Receive Intercept		Understand and follow instructions.	
Control	receive with some control?	I can dribble, pass,	Shoot		Communication	
Decision	Can I move safely and with control	receive and shoot the ball with some control.	Social – Communication		skills. Maths –	
Defender	when dribbling? Can I develop	I can find space away from others and near	Collaboration Work safely		Addition.	
Defend	decision making in attack?	to my goal. I can provide	Respect Co-operation		Estimating distances.	
Dribble	Can I understand the role of a	feedback using key words.	Emotional – Honesty			
Intercept	defender?	I can track an opponent to slow	Perseverance Determination			
Invasion	Can I apply tactics to small sided games?	them down. I understand my role as	Support others Thinking –			
Opposition	Can I apply rules, skills and tactics to	an attacker and as a defender.	Decision making Select and apply			
Possession	play in a tournament?	I work co-operatively with my group to self-	Comprehension Identifying strengths			
Receiver		manage games.	and areas for development Reflection			
Tactics						
Teamwork						

				T	<u> </u>	
Tournamant						
Tournament						
Accelerate	Summer 1	I can delay an	Physical –		Writing/Reading-	
7 (0001010110		opponent and help	- -			
Delay	Tag Rugby	prevent the other	Throw		Learning of key	
Delay	(Year 4)	team from scoring.	Catch		vocabulary.	
Dodgo		I can explain what	Run Change direction		Understand and	
Dodge	Can I develop	happens to my body	Change speed		follow instructions.	
	throwing, catching	when I exercise and				
Forward pass	and running with	how this helps to make	Social –		Communication	
	the ball?	me healthy.	0 1 11		skills.	
Gain	Can I develop an	Loan holp my toam	Support others Inclusion		Maths –	
	understanding of	I can help my team keep possession and	Communication		Mains –	
Invasion	how to defend	score tries when I play	Collaboration		Addition.	
	using tagging	in attack.	Respect			
Limit	rules?				Estimating	
Liiriii	Can I begin to use	I can pass and receive	Emotional –		distances.	
Offside	the 'forward pass'	the ball with increasing control.	Honesty			
Offside	and 'offside' rule?	Cornioi.	Perseverance			
Orașiala		I can provide	Determination			
Onside	Can I develop	feedback using key	Independence			
	movement skills to	terminology and				
Option	dodge a defender?	understand what I	Thinking –			
	doronadi:	need to do to improve.	Decision making			
Pitch	Can I track an	I can use simple tactics	Select and apply			
	opponent and	to help my team score	Comprehension			
Possession	begin to defend as	or gain possession.	Identifying strengths			
	a team?		and areas for			
Supporting	Can I apply the	I share ideas and work with others to manage	development Reflection			
	rules and skills you	our game.	Kellection			
Tournament	have learnt and					
roomamom	play in a tag rugby	I understand the rules				
Track	tournament?	of the game and I can				
HUCK		use them often and honestly.				
Tn		Horiestly.				
Try		Logn communicato	Physical		Writing /Poading	
Alternate	Summer 2	I can communicate with my teammates to	Physical –		Writing/Reading-	
	Tennis	apply simple tactics.	Throwing		Learning of key	
Co-operative	(Year 4)		Catching		vocabulary.	
		I can explain what	Forehand			
Compete		happens to my body	Backhand		Understand and	
		when I exercise and	Rallying		follow instructions.	

Contact	Can I develop	how this helps to make	Social –		Communication	
	racket and ball	me healthy.			skills.	
Caration	control?		Co-operation			
Continuous		I can provide	Support and		Maths –	
	Can I develop	feedback using key	encourage others			
Control	returning the ball	terminology and	Collaboration		Addition.	
Common	using a forehand	understand what I	respect			
	and understand	need to do to improve.	·		Estimating	
Court	when to use it?		Emotional –		distances.	
		I can return to the				
Deny	Can I develop the	ready position to	Honesty			
Delly	backhand and	defend my own court.	Perseverance			
	understand when	,	Determination			
Extend	to use it.	I can sometimes play a				
		continuous game.	Thinking –			
Dally	Can I keep a		•			
Rally	continuous rally	I can use a range of	Use tactics			
	going showing	basic racket skills.	Select and apply			
Receiver	increased		Comprehension			
	technique?	I share ideas and work	Identifying strengths			
D (1)		with others to manage	and areas for			
Reflect	Can I use and	our game.	development			
	apply rules and		Reflection			
Swing	simple tactics?	I understand the rules				
3 *****19		of the game and I can				
	Can I understand	use them often and				
Tactic	and use rules to	honestly.				
	manage a game?					
Alternate	Summer 2	I can swim	Physical –			
		competently,				
Packetroko	(Swimming)	confidently and	Submersion			
Backstroke	(EXTERNAL)	proficiently over a	Float			
		distance of at least 25	Glide			
Breaststroke	Cara I day alam ara	minutes.	Front crawl			
	Can I develop an		Backstroke			
Proathing	understanding of	I can use a range of	Breaststroke			
Breathing	buoyancy and balance in the	strokes effectively (for	Rotation			
	water?	example front crawl,	Scull			
Buoyancy	waters	backstroke and	Tread water			
, ,	Can I dovolon	breaststroke).	Handstands			
Crowd	Can I develop independent		Surface dives			
Crawl	movement and	I can perform safe self-	HELP position			
	submersion?	rescue in different	Huddle position			
Floating	20011101310114	water-based situations.	6			
	Can I develop		Social –			
Front orong	gliding and crawl					
Front crawl	legs?		Communication			
	10034		Support and			
Glide			encourage others			
			Keep myself and			
			others safe			

HELP position	Can I develop	Collaboration			
TILLE POSITION	front crawl	Condectation			
	breathing?	Emotional –			
Handstand	2.03.1119.				
	Can I develop	Confidence			
Lluddla	gliding and	Honesty			
Huddle	backstroke?	Perseverance			
	DUCKSITORCY	Determination			
Rotation	Can I develop	Independence			
1101011011	rotation, sculling	independence			
	and treading	Thinking –			
Sculling	water?	minking –			
	waters				
Sidostroko		Comprehension			
Sidestroke		Observe and provide			
	Can I develop	feedback			
Sinking	surface dives,	Tactics			
011 1111119	submersion and	Select and apply skills			
	handstands?				
Stroke					
	Can I develop				
Submerge	head above water				
300meige	breaststroke				
	technique?				
Surface	·				
33.13.33	Can I develop				
	head above water				
Surface dive	breaststroke				
	technique?				
Survival	roerii iiqoo:				
30171701	Can I develop				
	basic skills in water				
Tactics	safety and				
-	floating?				
Technique	Can Hoarn				
	Can I learn				
Treading	techniques for				
	personal survival?				
water					
	Can I develop				
Water safety	water safety skills				
vvuidi suidiy	and an				
	understanding of				
	personal survival?				

Year 3 and 4 B

Handball (Y4)	Netball (Y3)
Hockey (Y3)	Tag Rugby (y4)
Tennis (y4)	Swimming (external)

Vocabulary	Question	Assessment Criteria	Key Skills	Substantive Knowledge	Disciplinary Knowledge	Links to wider curriculum	Oracy	Wider Community Links/Personal Development
Abdominals	Autumn 1	I can change my	Physical –	Adapting Running	Applying Tactical	Writing/Reading –	I changed my	Brannel Sports
	Fitness (Year	running		Technique: Different distances require	Awareness: Knowing how and	Learning key	running technique by	<u>Partnership</u>
Agility	6)	technique to	Agility	different	when to change	vocabulary	to suit	
		adapt to different	Balance	techniques—short	running technique	,	the distance.	
Analyse	Can I develop an	distances.	Co-ordination	sprints need	or pace	Understand and		
·	awareness of		Speed	powerful, fast	depending on	follow instructions	My data shows	
Calves	what your body is	I can collect,	Stamina	strides, while longer runs need steady	distance and purpose (e.g. sprint	Communication	that I improved most in	
	able to do?	record and	Strength	pacing and efficient	vs endurance).	skills	because	
Co-ordination	Can I develop	analyse scores to	onongm	breathing.				
CO-ordination	speed and	identify areas	Social –		Interpreting Data:	Maths –		
Consistant	stamina?	·	30Clui -	Understanding and	Understanding		One fitness	Loogl Clubs
Consistent		where I have	0 1 1	Tracking Progress:	how to collect,	Recording and	component I	<u>Local Clubs</u>
	Can I develop	made the most	Support and	Recording and analysing scores	record, and interpret	analysing data	developed was by doing	
Drive	strength using my own body	improvement.	encourage	helps identify	performance data	Estimating	by doing	
	weight?		others	personal strengths	(like times or reps)	distances		
Engage		I can work with	Collaboration	and areas for	to make informed		Working with my	
	Can I develop my	others to		improvement in	decisions for	Science -	group helped me	
Measure	co-ordination?	organise,	Emotional –	fitness and	improvement.	December the	to	
	Can I develop	manage and		performance.	Organisational and	Recognise the impact of	because	
Motivate	my agility?	record	Perseverance	Components of	Leadership Skills:	exercise and	·	
7710117 6110	iny agiiiry :	information at a	Determination	Fitness: Fitness	Learning how to	lifestyle on the	To motivate	
Persevere	Can I develop	station.	Doronninanon	includes strength,	set up activities,	way their bodies	others, I said/did	
1 6136 4616	balancing with	STUTION.	Thinking	speed, stamina,	manage roles, and	function.	, which	
Dayyar	control?		Thinking –	flexibility, agility, and coordination—all	communicate clearly within a		helped them to	
Power		I encourage and		important for	team setting.		·	
		motivate others	Observation	different types of	roam soming.		I organised the	
Quadriceps		to work to their	Analysis	physical activity.	Understanding		station by	
		best.	Comprehension		Fitness Testing:		and	
Record				Teamwork and	Knowing how		made sure	
		I understand that		Leadership: Encouraging others,	different fitness components (like		everyone	
Rhythm		there are different		helping with	stamina or agility)		·	
,		areas of fitness		organisation, and	are tested and		A challenge I	
Stable		and how this		working	why each is		faced was	
313210		helps me in		cooperatively	important for		, but I	
		different activities.		improves group	various physical		overcame it by	
		amereni aciiviiles.		success and creates a positive team	challenges.		·	
		I understand the		environment.	Reflecting and		My scores	
		different			Responding: Using		improved in	
				Working at	self-evaluation and		, which	
		components of		Maximum Effort:	peer feedback to			

		fitness and ways to test and develop them. I work to my maximum consistently when presented with challenges.		Pushing yourself in every challenge helps develop resilience, fitness, and a strong attitude toward self-improvement.	reflect on effort, set goals, and improve both individual and group performance.		tells me that I ———— I think I showed good effort today because ————— Next time, I will focus on improving ———— by —————————————————————————————	
Approach	Autumn 1	I can choose the best pace for a running	Physical –	Different running events require	Athletes use observation and	Writing/Reading –	I noticed that you which	
Changeover	Athletics	event.	Pace	different pacing strategies; short	feedback to analyse	Learning key vocabulary	helped you to	
	(Year 5)	I can identify good	Sprint	sprints need	performance and	Vocabolary	One thing I did	
Consistent		athletic performance	Relay	maximum effort	identify areas for	Communicating	well was and it	
	Can I understand pace and apply	and explain why it is good.	changeovers	throughout, while longer races need	improvement.	ideas	helped me because	
Dominant	different speeds		Jump for	controlled energy	Effective pacing	Reading and	D000000	
	over varying	I can perform a range	distance	use.	requires decision-	communicating	Next time, I will try	
Drive	distances?	of jumps showing some technique.	Push throw	Good athletic	making and self- monitoring during	coaching cards.	to so that I can improve my	
	Can I develop	·	Pull throw	performance	a race to avoid	Structuring		
Event	fluency and co- ordination when	I can show control at take-off and landing in	Co of oil	includes correct technique,	fatigue and finish	feedback for	Can you explain why you chose	
Fiold	running for	jumping activities.	Social –	consistent effort,	strongly.	peers.	to during that	
Field	speed?		Collaboration	and achieving the	Techniques can be	Maths –	event?	
Force	Can I develop	I can take on the rold of coach, official and	Negotiation	objective (e.g., speed, distance, or	broken down into components (e.g.,	Making 90°c	I think your	
10100	technique in relay	timer when working in	Communication	form).	run-up, take-off,	angles at the	technique was	
Javelin	changeovers?	a group.	Supporting	Effortivo in parties	flight, landing) and	elbow in sprinting.	effective	
	Can I build	I can use feedback to	others	Effective jumping uses a strong	improved through practice and	Timing peers with	because	
Momentum	momentum and	improve my sprinting		approach, correct	reflection.	a stopwatch	My goal was to	
	power in the triple	technique.	Emotional –	take-off foot	When acting as	Mogsuring	and I achieved it	
Shot put	jump?	I persevere to achieve		placement, arm movement for lift,	When acting as coaches or	Measuring distance jumped	by	
	Can I develop	my personal best.	Perseverance	and balanced	officials, pupils	and thrown with	I could improve	
Stamina	throwing with force for longer	I show accuracy and	Confidence	landings.	apply rules, give fair assessments,	measuring tapes and cones.	by because I found that	
01:1	distances?	power when throwing	Concentration	Coaches give	and communicate	and cones.	Toolia Iliai	
Stride	Court I al acceptant	for distance.	Determination	feedback to	clearly to support	Science -	When I was the	
Taabaiaua	Can I develop throwing with		Thinking.	improve performance,	performance.	Understanding	coach, I gave feedback on	
Technique	greater control		Thinking –	officials enforce	Athletes reflect on	the effect	TOURDUCK OTT	
Track	and technique?			rules and fairness,	performance data	exercise has on		
Track					(e.g., times,	the body		

			Observing and providing feedback Selecting and applying Comprehension	and timers measure results accurately. Sprinting technique includes a strong drive phase, arm and leg coordination, and forward body lean to maximise speed and efficiency.	distances) to set goals and track progress over time	Understanding how the body reacts to different exercises. Exploring transferring weight to create power in throws.	The best pace for this event was because I persevered by even when it was challenging.	
Actions	Autumn	I can accurately copy and repeat set	Physical –	Choreography	Dancers	Writing/Reading –	I chose this movement	
	2/Spring 1	choreography.		is built using the	interpret stimuli	Learning key	because it	
Canon	Dance	<u> </u>	Actions	dance	(such as music,	vocabulary	represents	
	(Year 5)	I can choreograph	Dynamics	elements:	images,	I I a de ade a de a de	V	
Choreograph	(Tear 5)	phrases individually and with others	Space	actions (what	themes, or	Understand and follow instructions.	Your use of space was effective	
	DANCE BY	considering actions	Relationships	the body does),	emotions) to	TOHOW IT ISTRUCTIONS.	because	
Choreography	CHANCE	and dynamics.		dynamics (how	create	Communication		
	Can I create a	I can confidently	Social –	movement is	meaningful	with a partner and group to	To improve our timing, we could	
Collaborate	dance using a	perform different styles		performed),	movement	express an idea.	try	
	random structure	of dance, clearly and	Collaboration	space (where	that		,	
Dynamics	and perform the	fluently, showing a	Consideration	movement	communicates	Forming opinions	The stimulus	
	actions showing quality and	good sense of timing.	and awareness	occurs), and	ideas or	and structuring verbal feedback.	made me think of which	
Formation	control?	I can lead a group	of others	relationships	feelings.	Verbarreeaback.	inspired our	
		through short warm-up	Inclusion	(how dancers		Maths –	choreography.	
Genre	Can I understand how changing	routines.	Respect	interact).	Choreographe		Landing de	
	dynamics	I can refine the way I	Leadership		rs make	Counting to stay in time with music	I noticed we weren't in unison	
Motif	changes the	use actions, dynamics,		Timing and	creative	and a group.	during so we	
	appearance of a	relationships and	Emotional –	rhythm are	decisions		could rehearse	
Pathway	performance?	space in my dance in		essential in	about	Using distances to	that section	
	Can I understand	response to a stimulus.	Empathy	dance; dancers	structure,	create accurate formations.	again. One strength of	
Performance	and use	I can suggest ways to	Confidence	use musical	dynamics, and	Tomanons.	our dance is	
	relationships and	improve my own and	Perseverance	counts (e.g., 8-	group	Music –	because it	
Phrase	space to change how a	other people's work		count phrases)	formations to	Everessin	shows	
	performance	using key terminology.	Thinking –	to stay in sync	enhance	Expressing an understanding of	We used canon	
Posture	looks?	I can use counts when		with music and	visual impact	rhythm through	to show and it	
	ROCK N ROLL	choreographing to	Creativity	each other.	and audience	movement.	created	
Quality	ROCK IN KOLL	stay in time with others and the music.	Observe and		understanding.	Counting music	When I led the	
	Can I copy and	and me mosic.	provide	Warm-ups are		to create	warm-up, I	
Relationship	repeat	I can use feedback	feedback	structured to	Dancers	movement.	included to	
	movements in the	provided to improve	Use feedback to	prepare the	reflect on and		prepare for	
Space		my work.	improve,	body for	refine their			

	style of rock 'n'	Comprehension	movement,	work by		Next time, I would	
Structure	roll?	Select and apply		evaluating the		refine by	
311001010		skills	raising, mobility,	effectiveness		changing the	
Timina	Can I work with a	27/11/2				Heim or a growth	
Timing	partner to copy and repeat		and stretching	of movement		Using counts helped me stay in	
-	actions in time		exercises to	choices and		time during	
Transition	with the music?		reduce injury	making		g	
			risk.	improvements			
Unison	Can I work			based on peer			
	collaboratively		Dance styles	or teacher			
	with a group to choreograph a		have distinct	feedback.			
	dance in the style		features —for				
	of Rock 'n' Roll?		example, hip-	Rehearsal is			
			hop involves	essential for			
	ANCIENT MAYA		isolations and	developing			
	Can I develop set		grounded	accuracy,			
	choreography		movements,	fluency, and			
	inspired by a		1	· · · · · · · · · · · · · · · · · · ·			
	Mayan god?		while	confidence in			
			contemporary	performance,			
	Can I choose actions to create		uses fluid	especially			
	a motif in a given		motion and	when working			
	character with		floor work.	in a group.			
	consideration of						
	dynamics, space		Constructive	Dancers use			
	and relationships?		feedback helps	technical			
	reidilorishipsy		refine	vocabulary			
	Can I use		performance,	(such as			
	structure to		using dance-	canon, unison,			
	choreograph a		specific	formation,			
	dance performance?		vocabulary	level, tempo)			
	performance		(e.g., unison,	to analyse,			
	CHINESE DANCE		canon, levels,	describe, and			
			flow) to	improve their			
	Can I use		,	1			
	matching, canon and unison in the		describe and	own and			
	style of the lion		improve	others'			
	dance?		movement.	performances.			
	Can I use space						
	and relationships						
	to create a						
	dragon dance?						
			I .	I	1		

	Can I select and							
	combine dance tools to							
	choreograph and							
	perform a							
	Chinese dance?							
Aesthetics	Autumn	I can combine and	Physical –	Gymnastic	Gymnasts plan	Writing/Reading –	I think our	
		perform gymnastic	,	sequences are	and refine		sequence flows	
Competent	2/Spring 1 Gymnastics	actions, shapes and balances with control	Straddle roll	built using key	sequences by	Learning key vocabulary	well because	
	I -	and fluency.	Forward roll	movement	selecting,		To improve our	
Contrasting	(Year 6)	1	Backward roll	elements such	ordering, and	Understand and	control, we	
	Can I develop	I can create and perform sequences	Counter	as actions (rolls,	linking	safely follow instructions.	could	
Counter	straddle, forward	using compositional	balance	jumps, travels),	movements to		When you	
Balance	and backward	devices to improve the	Counter tension	shapes (tucks,	create a	Structuring and	performed that	
	roll?	quality?	Bridge	straddles,	smooth flow	providing	balance, I	
Counter	Can I develop	I can lead a small	Shoulder stand	arches), and	and visual	feedback to others.	noticed	
tension	rolling into	group through a short	Handstand	balances,	interest.		One thing I did	
	sequence work	warm-up routine?	Cartwheel	which must be		Reading and	well was	
Engage	and on apparatus?	1	Flight	performed with	Evaluation is	understanding	because I	
0 0	apparatosy	I can use appropriate language to evaluate		control and	ongoing—	resource cards.	remembered to	
Execution	Can I develop	and refine my own	Social –	fluency.	gymnasts	Maths –	Let's try that	
	counter balance	and others' work.		,	observe and		again and focus	
Flight	and counter tension?	La ava vi avli	Work safely	Compositional	describe	Creating	on	
J	1011310119	I can work collaboratively with	Collaboration	devices like	performance	symmetrical and asymmetrical	We used	
Formation	Can I develop	others to create a	Communication	canon, unison,	using specific	shapes.	canon/unison in	
	counter balance	sequence.	Respect	contrast,	terminology	·	our sequence to	
Handstand	and counter tension into	I and and a state of the		mirroring, and	(e.g.	Mirroring and	show	
11311131313113	sequence work	I understand how to work safely when	Emotional –	changes in	extension,	matching movements.	I felt safe when learning that skill	
Progression	with apparatus?	learning a new skill.	211101101101	level, speed,	control,	movemens.	because	
110910331011		_	Independence	and direction	transition) to	Creating an		
Refine	Can I develop jumps and	I understand what	Confidence	are used to	identify	understanding of	Variation	
ROIIIIO	explore the effect	counter balance and counter tension is and	Determination	improve the	strengths and	inversion through shoulder stands,	You showed good counter	
Structure	of height?	show examples with a		creativity and	areas for	bridges,	balance by	
311001010		partner.	Thinking –	structure of a	improvement.	cartwheels and	·	
Vault	Can I explore			gymnastics		headstands.	Next time, I will	
v GUII	jump sequence work with		Observe and	•	Collaboration	Science –	refine my by	
	consideration of		provide	sequence.		Julelice -	I noticed we lost	
	performance		' '	Warm ups in	is key when	Developing an	fluency at so	
	tools?		feedback	Warm-ups in	creating	understanding of	let's practise that	
	Can I develop		Comprehension	gymnastics	partner or	momentum and how it helps to	transition.	
ı	inverted		Select and apply	include pulse-	group work;			
			actions	raising, mobility,	gymnasts must			

		1			
movements with	Evaluate and	and stretching	listen, adapt,	build force and	
control?	improve	exercises to	and contribute	enable rolls.	
Can I develop	sequences	prepare	ideas to	Learning the	
inverted		muscles and	produce	names of muscles	
movements with		joints for safe	effective	in body tension	
control?		movement and	sequences.	exercises.	
Can I use flight		reduce the risk	, i		
from hands to		of injury.	Gymnasts		
travel over			apply		
apparatus?		Counter	principles of		
Can I use flight		balance and	body tension		
from hands to		counter tension	and alignment		
travel over			_		
apparatus?		are partner	(e.g., tight		
		balances:	core, pointed		
Can I create a group sequence		counter	toes, extended		
using formations		balance	limbs) to		
and apparatus?		involves both	improve		
		partners	balance,		
Can I create a		leaning away	posture, and		
contrasting group sequence using		from each	presentation.		
formations and		other while			
apparatus?		staying	Risk is		
		connected,	managed		
		and counter	through		
		tension involves	decision-		
		pulling against	making—		
		each other to	gymnasts		
		create stability.	assess their		
			own ability,		
		Safe practice in	-		
		gymnastics	with partners,		
		includes	and follow		
		checking	safety		
		equipment,	procedures to		
		using mats	avoid injury.		
		appropriately,			
		spacing out			
		movements,			
		and supporting			
		or spotting			

			partners when				
			·				
			noodod.				
C	Lam confident to lead	Physical	Effective defending	Players make	Writing/Reading -	Lohose to	
Spring 2		riiysicai –		-	Willing/ Redding		
Handball	contribute appropriate	-	pressure, marking	in real time—such	Learning key	e because	
(Year 6)	ideas to group work.		players, intercepting	as when to pass,	vocabulary		
		Catch	passes, and	shoot, or move—		We lost/gained	
Can I use a		Run				1 '	
' '		Dribble			follow instructions.		
	•				Communication	time we could	
	_		sconing.	risk drid reward.		To stop the other	
biessores	•	_	Creating and using	Defensive strateav	JKIII3.	1	
Can I select the					Maths –	1	
	I can create and use	Change speed	the-ball movement	and collective—			
	space to help my		(e.g. finding space,	players must	Estimating	One strength I	
move towards	team to maintain	Social –	making runs,	choose when to	distances.	noticed in your	
goal and away	possession and create		supporting	mark tightly, when		play was	
from defenders?	scoring opportunities.	Communication		•	Use of angles.		
	1		_		A 1.1212		
			_	deny space.	Addition		
		•		Leadership in team		because	
		Collaboration	opportunites.	-		A skill I need to	
to score goals?			Key game-specific	_			
Cantuse		Emotional –		•		1 '	
	į varantiniai (2		encouraging			
_	I can work in	Carafialaraaa	tackling) must be	others, managing		The space was	
opponent from	collaboration with		performed with	roles, and		created when	
scoring?	others to self-manage	Honesty and tair	control and	contributing to		which helped us	
		play	'			to	
Can I use the	smoothly.	Determination				VA/In a va I v v ava	
	Lra a a gnisa my ayın	Perseverance	or pressure.	making.			
	,	1 0100 1 01 01100	Team games	Self-managing		1	
·	<u> </u>	Thinking				•	
31100110119		ininking –	· -			10	
Can Lapply rules	suggest ways to		leadership, and			We followed the	
	improve.	Select and apply	shared decision-	disputes		rules by which	
		Decision making	making to manage	respectfully, and		kept the game	
in a tournament?	I use the rules of the	Problem solving	gameplay, resolve	organising play		fair.	
	game honestly and	_		(e.g. timekeeping,			
	•	-					
		KEHECHOH	organisea.	retereeing).			
	rerereerig.		Fair play includes	Reflection helps			
				•		Do Decause	
			_	•			
			respecting rules,	players observe,			
	Can I use a variety of passes to maintain possession under pressure? Can I select the appropriate skill to create space, move towards goal and away from defenders? Can I select and apply the appropriate skill to score goals? Can I use defending skills to prevent an opponent from scoring? Can I use the appropriate defensive technique for the situation? Can I apply rules, skills and principles to play	Handball (Year 6) Can I use a variety of passes to maintain possession under pressure? Can I select the appropriate skill to create space, move towards goal and away from defenders? Can I select and apply the appropriate skill to score goals? Can I use defending skills to prevent an opponent from scoring? Can I use the appropriate defensive technique for the situation? Can I apply rules, skills and principles to play in a tournament? Can I use the rules of the ideas to group work. I can confidently apply defensive skills individually and as a team to gain possession, deny space and stop goals. I can create and use space to help my team to maintain possession and create scoring opportunities. I can perform a range of skills with control and can select the appropriate action for the situation under pressure. I can work in collaboration with others to self-manage games so that they run smoothly. I recognise my own and areas for development and can suggest ways to improve. I use the rules of the	others and can contribute appropriate ideas to group work. Can I use a variety of passes to maintain possession under pressure? Can I select the appropriate skill to create space, move towards goal and away from defenders? Can I select and apply the appropriate skill to score goals? Can I use defending skills to prevent an opponent from scoring? Can I use the appropriate defensive technique for the situation? 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Catch Run Dribble Shoot Change speed Social - Communication Kindness Respect Collaboration Kindness Respect Collaboration Finotional - Confidence Honesty and fair play Determination Perseverance Thinking -	Handball (Year 6) Can I use a variety of passes to maintain possession under pressure? Can I select the appropriate size and say from defenders? Can I select and apply the appropriate adefensive appropriate adefensive appropriate adefensive technique for the situation? Can I use the appropriate sills and principles to play in a tournament? And a poly rules, skills and principles to play in a tournament? Can I use the appropriate sills and principles to play in a tournament? Can I use the appropriate sills and principles to play in a tournament? Can I was the appropriate action for the situation? Can I use the appropriate action for the situation? Can	Spring 2 Handball (Year 6) Can I use a variety of passes to maintain possession under pressure? Can I select the appropriate again to reacte and use spoot towards apply the appropriate action for appopriate skill to score goals? Can I use at consistently when appropriate skill to score goals? Can I use the appropriate defensive shills in doctore goals? Can I use the appropriate action for the situation and principles to play in a tournament? A poly live skills and principles to play in a tournament? Can I use the release of the proposition of the situation and level of pressure. Can I use the appropriate action for an appoper to the situation and level of pressure. Can I use the appropriate action for an apply rules, skills and principles to play in a tournament? Can I apply rules, skills and principles to play in a tournament? Can I apply rules skills and refereeing. Can I apply rules skills and principles to play in a tournament? Can I apply rules skills and refereeing. Can I apply rules skills and refereei	Spring 2 Handball (Year 6) Can I use a variety of passes for maintain possession under pressure? Can I select the appropriate skill to areate space to help my leappropriate skill to areate space to help my leappropriate skill to areate and use space to help my leappropriate skill to areate and use space to help my leappropriate skill with control and popyly the appropriate skills with control and popyly the appropriate skills with control and poporpriate ski	Spring 2 Handball (Year 6) Can Luse a variety of passes to maintain possession, adary procession, dary procession, dark difference of the procession of the dark dark dark dark dark dark dark dark

				understanding basic	evaluate, and act			
				officiating	on feedback to			
				responsibilities, and	improve skills and			
				using feedback to	teamwork, using			
				improve personal	accurate game			
				and team	vocabulary.			
				performance.	, o o a o o a o , .			
Accelerate	Spring 2	I can communicate	Physical –	Effective	Players use	Writing/Reading –	I communicated	
7 (000)0101010		with my team and	,	communication	communication		with my team	
A I -	Netball	move into space to	There	helps teammates	and spatial	Learning key	by which	
Angle	(Year 5)	keep possession and	Throw	know where to pass,	awareness to	vocabulary	helped us to	
		score.	Catch	move, and position	coordinate			
Create	Can I explore		Run	themselves to keep	movement, create	Understand and	I moved into	
0.00.0	different passes	I can identify when I		possession and	space, and	follow instructions.	space because	
5 ·	and apply them	was successful and	Jump	create scoring	maintain			
Drive	to different	what I need to do to	Change	chances.	possession	Communication	One thing I did	
	situations.	improve.	direction		effectively.	skills.	well was	
Intercept			Change speed	Successful			because	
""O'COP"	Can I develop	I can pass, receive	Shoot	performance	Self-assessment is	Maths –		
	movement skills	and shoot the ball with	311001	involves self-	key to		I need to improve	
Maintain	to lose a	some control under		awareness—	improvement,	Estimating	my by	
	defender in	pressure.	Social –	recognising what	where players	distances.	practising	
Opposition	different			went well and	reflect on their			
	situations?	I can stay with an	Communication	identifying specific	actions and	Using fractions	I chose to	
D		opponent and I am		areas (like	outcomes to set	(e.g. thirds)	pass/shoot here	
Pressure	Can I	confident to attempt	Support	technique or	goals for skill	A 1 1*1*	because	
	communicate	to intercept.	Collaboration	decision-making) to	development.	Addition	AAM	
Receiver	with my team,		Respect	improve.	Diamana akana		When defending,	
	move into space	I know what position I	•	Danaina na a sinina	Players choose		I stayed close to	
Dobound	and take the ball	am playing in and how	Emakianal	Passing, receiving,	appropriate skills—		my opponent	
Rebound	towards goal?	to contribute when	Emotional –	and shooting techniques require	like passing or		by	
		attacking and defending.		control and timing,	shooting—based on the pressure		I tried to intercept the ball by	
Situation	Can I defend an	defending.	Honesty	especially when	they face and the		ine ball by	
	opponent and	I understand the need	Independence	under pressure from	position they play.		My position	
Sportemanchin	know when to try	to tactics and can	•	opponents.	Defensive tactics		requires me to	
Sportsmanship	and intercept?	identify when to use	Perseverance	орропотіз.	involve		when attacking	
	Can I develop	them in different	Self regulation	Defending skills	anticipation and		and defending.	
Stance	the shooting	situations.	Resilience	include marking	positioning to stay		aria dererianig.	
	action under			opponents closely,	close to		We used a tactic	
Support	pressure?	I understand the rules	Thinking –	tracking their	opponents and		where to help	
Support	P10330104	of the game and I can	minking –	movement, and	intercept passes.		us score/defend.	
	Can I use and	apply them honestly		anticipating passes	, ,		I followed the	
Technique	apply skills,	most of the time.	Select and apply	to intercept the ball.	Understanding and		rules by to keep	
	principles and		skills		applying game		the game fair.	
Tournament	tactics to a game	I understand there are	Apply tactics	Tactics involve	rules consistently			
TOUTIGITION	situation?	different skills for		planning and	ensures fairness			
		different situations and	Observation	adapting strategies	and helps players			
		I am beginning to	Apply rules	such as when to	make decisions			
		apply this.		press, hold position,				

				or counter-attack, depending on the situation in the game.	confidently during play.			
Ball carrier	Summer 1	I can communicate with my team and	Physical –	Effective team communication	Players use communication	Writing/Reading –	I communicated with my team	
Barrier	Hockey (Year 5)	move into space to keep possession and score.	Run Dribble	and moving into open space help maintain possession	and awareness of space to coordinate with	Learning key vocabulary	by which helped us to	
Close down	Can I use	I can dribble, pass,	Pass	and create scoring opportunities.	teammates and maintain	Understand and follow instructions.	I moved into space because	
Create	attacking skills to beat a defender?	receive and shoot the ball with some control under pressure.	Receive Tackle Intercept	Dribbling, passing, receiving, and	possession under pressure.	Communication skills.	One thing I did well was	
Maintain	Can I send and receive under pressure?	I can identify when I	Shoot	shooting require control, accuracy,	Reflection on personal and team	Maths –	because	
Possession	Can I	was successful and what I need to do to improve.	Social –	and decision- making, especially when under	performance helps players identify what worked well	Estimating distances.	I need to improve my by practising	
Pressure	communicate with my team, move into space	I can use tracking, tackling and	Communication Collaboration	pressure from opponents.	and what needs improving for future games.	Addition	I chose to dribble/pass/shoo	
Situation	and take the ball towards goal?	intercepting when playing in defence.	Respect Support others	Successful performance	Selecting and		t here because	
Sporting behaviour	Can I learn defensive techniques to	I know what position I am playing in and how to contribute when	Emotional –	includes recognising strengths and areas for improvement to develop skills and	adapting skills such as dribbling, passing, and shooting based on		When defending, I tracked my opponent by	
Support	gain possession?? Can I use	attacking and defending.	Honesty Perseverance	tactics further. Defensive skills like	the situation and opponents' pressure is vital for		I tried to intercept the ball by	
Tactics	defending tactics to gain possession?	I understand the need for tactics and can	Thinking –	tracking opponents, tackling to win the	success. Defenders apply		My position requires me to	
Transition	Can I apply rules,	identify when to use them in different situations.	Identify areas of	ball, and intercepting passes are essential to	techniques like tracking, tackling, and intercepting to		when attacking and defending.	
Umpire	skills and principles to play in a tournament?	I understand the rules of the game and I can use them most of the time to play fairly and	strength and areas for development Select and apply	prevent the other team from scoring. Understanding player positions and	disrupt the opposition's play and regain possession.		We used a tactic where to help us score/defend. I followed the rules by to keep	
		honestly. I understand there are different skills for different situations and I am beginning to apply this.	Decision making Comprehension Reflection	roles helps individuals contribute effectively in attack and defence, adapting tactics as the game situation changes.	Players understand and apply rules consistently and honestly, which supports fair play and smooth game flow.		the game fair.	

Abide	Cump mag a v 1	I can create and use	Physical –	Creating and using	Players use spatial	Writing/Reading –	I moved into	
ADIGO	Summer 1	space to help my	i ilysicai –	space effectively	awareness to find	,g,g	space to help my	
	Tag Rugby	team.		involves moving into	and create	Learning key	team by	
Ball carrier	(Year 6)		Throw	open areas to	passing options,	vocabulary		
		I can pass and receive	Catch	support teammates	helping maintain		I passed the ball	
Close down		the ball with increasing	Run	and maintain	possession and	Understand and	to because	
	Can I select the	control under pressure.	Change	possession.	control the game.	follow instructions.		
Consecutive	appropriate skill, choosing when to		direction				I received the	
Consecutive	run and when to	I can select the		Passing and	Effective passing	Communication	ball well when I	
	pass?	appropriate action for the situation and make	Change speed	receiving skills	and receiving depend on	skills.	I decided to	
Create	ρασσ:	this decision quickly.		require control, accuracy, and	technique and	Maths –	quickly	
	Can I move into	This decision quickly.	Social –	timing, especially	anticipation of	Mains –	because	
Decision	space to support	I can tag opponents		when under	teammates'	Estimating	D000000	
	a teammate	individually and when	Communication	pressure from	movements,	distances.	When defending,	
Dictate	abiding by the	working within a unit.	Collaboration	opponents.	especially under		I tagged my	
Dictale	rules?	-			pressure.	Addition	opponent by	
		I can use the rules of	Support others	Quick decision-				
Draw	Can I use	the game consistently		making helps	Tactical decision-		We worked as a	
	defending skills to	to play honestly and	Emotional –	players select the	making requires		team to tag	
Offside	gain possession?	fairly.		best action (pass,	quick thinking to		opponents by	
	Can I work as a	L o ovo vycorle	Honesty and fair	dribble, tag)	choose the best		Our totalia vyas	
Onside	defending unit to	I can work collaboratively to	· .	depending on the situation during the	skill or action based on		Our tactic was to and it helped	
Oriside	prevent attackers	create tactics with my	play	game.	opponents'		us by	
	from scoring.	team and evaluate	Confidence	guino.	positions and		03 Dy	
Sportsmanship	J	the effectiveness of	Determination	Tagging opponents	game flow.		I noticed my	
	Can I use a	these.	Trust	requires good			strength was	
Support	variety of			awareness, timing,	Defending through		and I want to	
	attacking skills to	I can work in	Thinking -	and coordination	tagging involves		improve	
Tactic	beat a defender?	collaboration with	minking –	whether defending	understanding			
Tactic	Can Lannhyrulas	others so that games	D'.'	alone or as part of a	when to press		We followed the	
	Can I apply rules, skills and tactics	run smoothly.	Decision making	unit.	individually or		rules by which	
Track	learnt to play in a	l re e e emize mov even	Comprehension	Un dereten din er en d	coordinate with		made the game	
	tournament?	I recognize my own and others strengths	Reflection	Understanding and consistently	teammates as a defensive unit.		fair.	
		and areas for	Identify strengths	applying game rules	defensive of in.		I helped the	
		development and can	and areas for	supports fair play	Consistent		game run	
		suggest ways to		and helps games	application of rules		smoothly by	
		improve.	development	run smoothly and	and fair play		, , , , ,	
		·	Plan	safely.	ensures games are			
					safe, enjoyable,			
					and run smoothly.			
A 1 • 1		Logo salastilas	DL '	Quiels de sisiera	Athlotop dovider	Writing / Describer	I do cida d ta	
Abide	Summer 2	I can select the appropriate action for	Physical –	Quick decision- making in games	Athletes develop tactical awareness	Writing/Reading –	I decided to because it was	
	Tennis	the situation and make		involves assessing	by quickly reading	Learning key	the best option in	
Appropriate	(Year 6)	this decision quickly.	Forehand	the situation rapidly	the game situation	vocabulary	that situation.	
	(1 Eul 0)	ii iis docision quickly.	groundstroke	to choose the best	and selecting the	, vocabolal y	indi silodilori.	
Doubles		I can use a wider	g. 5 5 3 5 5	action, such as	most effective skill	Understand and	I used skill under	
2000103		range of skills with				follow instructions.	pressure by	

	Can I develop	increasing control	Backhand	passing, dribbling, or	or action			
Limit	placement of the	under pressure.	groundstroke	shooting.	accordingly.	Communication	The feedback I	1
	ball using a		Forehand volley			skills.	received helped	ļ
Official	forehand?	I can use feedback	·	Using a wider range	Skill execution	AA sulla a	me to improve	ļ
Official	Can I develop	provided to improve the quality of my work.	Backhand volley	of skills (e.g., different passes,	under pressure improves with	Maths –	by	ļ
	placement using	The quality of the work.	Underarm serve	dodges, or shots)	practice and the	 Estimating	We made sure to	ļ
Placement	a backhand?	I can use the rules of	Rallying	with control under	ability to adapt	distances.	follow the rules	ļ
		the game consistently		pressure helps	techniques during		by	ļ
Prepare	Can I develop	to play honestly and	Social –	maintain possession	play.	Use of angles.		ļ
	the volley and	fairly.		and create scoring			Our team tactic	ļ
Pressure	understand when	I a ava a ula	Support and	opportunities.	Using feedback		was to and it	ļ
11000010	to use it?	I can work collaboratively to	encourage	Feedback from	critically enables athletes to identify		worked because	ļ
Recover	Can I employ	create tactics with my	others	coaches, peers, or	specific		because	ļ
Kecovei	tactics when	team and evaluate		self-assessment is	improvements and		I collaborated	ļ
	playing with a	the effectiveness of	Co-operation	essential to refine	make adjustments		with my	ļ
Serve	partner?	these.	Collaboration	technique, tactics,	to their		teammates by	ļ
			Respect	and overall	performance.			ļ
Service	Can I develop	I can work in		performance.			One strength I	ļ
	accuracy and	collaboration with	Emotional –	Canaistant	Understanding		noticed in myself	ļ
Stance	consistency using the underarm	others so that games run smoothly.		Consistent application of	and applying rules consistently		was	ļ
0141100	serve?	Torr stricorrily.	Honesty	game rules	ensures fair play		An area I want to	ļ
Volley	30170.	I recognize my own	Perseverance	promotes fairness,	and respect		improve is and I	ļ
Volley	Can I apply rules,	and others strengths	reisevelunce	safety, and respect	between players		plan to do this	ļ
	skills and	and areas for		during play and	and officials.		by	ļ
	principles to play	development and can	Thinking –	helps games run				ļ
	against an	suggest ways to		smoothly.	Knowledge of		Different types of	ļ
	opponent?	improve.	Comprehension	Different areas of	fitness components (e.g.,		fitness help me	ļ
		I understand that there	Observe and	fitness—such as	endurance,		by I felt confident to	
		are different areas of	provide	cardiovascular	strength, flexibility)		make quick	ļ
		fitness and how this	feedback	endurance,	helps athletes tailor		decisions	ļ
		helps me in different	Select and apply	strength, flexibility,	training to improve		because	ļ
		activities.		und agiiny—	performance in			ļ
			Use tactics	contribute to	different sports.			
			Reflection	performance in various sports and				
			Identifying areas	activities.				
			of strength and	3.3				
			areas for					
			development					
Afloat	Summer 2	I can swim		Swimming	Swimmers develop	N/A	I chose to use	
		competently,	,	competently and	stroke techniques		front crawl	
Buovancy		· · · · · · · · · · · · · · · · · · ·	Rotation	,			because	
Dooyancy							My broathing	
D o o o . o . o . o . o . o . o	EXTERNAL	l .		l .				
BUOYANT		THOROS.						
			Glide	coordinated arm	them separately			
Afloat Buoyancy Buoyant	Summer 2 Swimming (Year 5/6) EXTERNAL			Swimming competently and confidently over 25 metres requires consistent breathing, body positioning, and	stroke techniques by breaking down movements into key phases (e.g., pull, kick, glide) and practising	N/A	front crawl	

	T			1	T	T	T .	
Conserve	Can I develop	I can use a range of	Front crawl	and leg	before combining		I felt confident	
	gliding, front	strokes effectively (for	Backstroke	movements.	smoothly.		swimming 25	
Cantingualu	crawl and	example, front crawl,					metres because	
Continuously	backstroke?	breaststroke and	Breaststroke	Different strokes like	Efficient breathing			
		backstroke).	Surface dives	front crawl,	techniques, such		To improve my	
Dolphin kick	Can I develop		Float	breaststroke, and	as rhythmic		breaststroke, I will	
Dolphilit kick	rotation, sculling	I can perform safe self-		backstroke each	breathing in front		focus on	
	and trading	rescue in different	Huddle	have distinct	crawl, help			
Endurance	water?	water-based situations.	HELP position	techniques for	maintain		When performing	
			-	propulsion,	endurance and		backstroke, I	
Evda ad a	Can I develop		Ca atau	breathing, and	speed.		concentrate on	
Exhale	the front crawl		Social –	body alignment.	Op 3 3 3.			
	stroke and				Self-rescue skills		In a water safety	
Flexed	breathing		Support others	Effective use of	require swimmers		situation, I	
Πολοα	technique?			breathing patterns	to stay calm,		would	
	16CHIIIQUE 9		Work safely	helps swimmers	assess the		woold	
Flutter kick	Can I dovolon		Inclusion	maintain stamina	situation, and use		I used self-rescue	
	Can I develop		Communication					
Lluddla	the technique for			and efficiency	floating or treading		skills by	
Huddle	backstroke arms		Collaboration	during longer	water to conserve			
	and legs?			distances.	energy.		I followed safety	
Inhale			Emotional –				rules by	
ii ii i Gio	Can I develop			Self-rescue skills	Awareness of			
	breaststroke			involve staying	water safety rules,		The feedback I	
Motion	technique?		Determination	calm, floating,	such as swimming		received helped	
			Work fairly	treading water, and	only in designated		me improve my	
Outstretched	Can I develop		Honesty	knowing how to get	areas and			
Ouisirerched	breaststroke		,	safely out of	recognising		I feel my	
	technique?		Confidence	different water	danger signs, is		swimming is	
Personal best			Perseverance	situations.	essential for		getting better	
	Can I develop				preventing		because	
December	breaststroke and		Th	Understanding	accidents.			
Propel	breathing		Thinking –	water safety rules				
	technique?			and signals is crucial	Swimmers use			
Retrieve			Comprehension	for preventing	feedback and			
Kemeve	Can I develop		•	accidents and	observation to			
	basic skills of		Creativity	responding	refine their			
Rotate	water safety and		Make decisions	appropriately in	technique,			
	floating?		Tactics	emergencies.	improve stroke			
Comoroguilt			raches		efficiency, and			
Somersault	Can I develop				increase			
	the dolphin kick?				confidence in the			
Streamline	THE GOIDTHIT RICKY				water.			
3113311111110	Can I learn				www.			
	techniques for							
Stroke	personal survival?							
	heisoriai sarvivais							
Synchronized	Can I develop							
Syrichilonized								
	water safety skills							
Technique	and an understanding of							
·								
	personal survival?							

Year 5 and 6 Year B

Treading water	Can I identify fastest strokes and personal bests?				