	<u>PE 2022-2023</u>									
	Term 1 -	Autumn	Term 2	– Spring	Term 3 -	Summer				
Cover Supervisor Class Teacher Coaches	acher		Summer 1	Summer 1						
Sporting value of the half term (SSP):	Passion	Self-belief	Honesty/	Determination	Teamwork	Respect				
Pre-school	Introduction to PE: Unit 1	Fundamentals: Unit 1	: Unit Introduction to PE: Fundamentals: Unit Yoga Unit 2 2		Sports Day skill development Next year they will take part so making children aware and allowed to practice these movements and activities					
Reception	Introduction to PE: Unit 2 Fundamentals: Unit 1	Fundamentals: Unit 2 <mark>Gymnastics: Unit 1</mark>	Dance: Unit 1 Ball Skills: Unit 1	Games: Unit 1 <mark>Gymnastics: Unit 2</mark>	Balls Skills: Unit 2 <mark>Dance: Unit 2</mark>	Sports Day Skills Games: Unit 2				
Year 1	Team building Fundamentals	Dance Ball Skills	Net and Wall <mark>Yoga</mark>	Gymnastics Fitness	Sending and receiving <mark>Target Games</mark>	Striking and Fielding <mark>Athletics</mark>				
Year 2	Team Building Fundamentals	Gymnastics Balls Skills	Yoga Target Games	Dance Sending and Receiving	Net and Wall Invasion	Striking and Fielding <mark>Athletics</mark>				
	EYFS and	KS1 are not sport speci	fic and use a range of	skills to develop physic	al literacy	·				
Year 3	Ball Skills Y3/4 Fundamentals Y3/4	Gymnastics Football	Netball <mark>Yoga</mark>	Dance OAA	Handball Golf	Athletics Tennis				
Year 4	OAA Hockey	Dance Dodgeball	Gymnastics Tag Rugby	Basketball <mark>Fitness</mark>	Cricket Tennis	Athletics Rounders				
Year 5	OAA Football	Gymnastics Volleyball Y5/6	Dance <mark>Netball</mark>	Yoga Golf	Cricket Handball	Athletics Tennis				
Year 6	Hockey Fitness	Swimming Delivered by Swimming Teachers at Flitwick leisure centre but Assessed by class teacher on GS4PE by observation Badminton Y5/6	Gymnastics Tag Rugby	Dance Dodgeball	Cricket Basketball	Rounders Athletics Residential - OAA OAA objectives to be send to PGL whose staff deliver activities on Residential trip including team work, water sports and so forth.				

<u>PE 2022-2023</u>											
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 1					
Pre-school	Pre-school (0-3 years):										
	Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling,										
	crawling and walking.										
	•	 Clap and stamp to music. Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. 									
		to kick, throw and cat	0	s, ana move arouna m	l mem.						
	000		irt to use the stairs inde	anandantlu							
			es and swings (for exar								
	-										
	 Sit on a push-along wheeled toy, use a scooter or ride a tricycle. Pre-School (3-4 years): 										
	 Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. 										
	 Go up steps and stairs, or climb up apparatus, using alternate feet. 										
	 Skip, hop, stand on one leg and hold a pose for a game like musical statues. 										
	 Start taking part in some group activities which they make up for themselves, or in teams. 										
	 Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. 										
	 Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or 										
	run across a plank, depending on its length and width.										
	Show a preference for a dominant hand.										
	• Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running,										
	hopping, skipping, climbing										
	• Progress towards a more fluent style of moving, with developing control and grace.										
		• Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical									
	education sessions and other physical disciplines including dance, gymnastics, sport and swimming.										
	00	 Combine different movements with ease and fluency Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. 									
	0 0	0 0 0 0	ce, co-ordination and c		iue, aiorie aria iri a gro	up.					
		0 0		0 0	ing, passing, batting, c	and aiming					
				ien engaging in activiti	· · · ·	unu ununy.					
	 Develop Congit Introduction to PE: 	Fundamentals: Unit	Introduction to PE:	Fundamentals: Unit	Yoga	Sports Day skil					
	Unit 1	1	Unit 2	2	I can begin to use	development					
	I am beginning to	I am beginning to	I am beginning to	I am beginning to	words to recognise	Next year they will take pa					
	demonstrate	negotiate space	negotiate space	negotiate space	yoga makes me feel	making children aware a allowed to practice thes					
	balance.	safely.	safely.	safely.	and which emotions	movements and activitie					

	I am beginning to negotiate space safely. I am beginning to take turns with others. I can explore movement skills. I can make guided choices. I follow instructions with support.	I am beginning to take turns with others. I am building my confidence to try new challenges. I can explore movement skills, beginning to demonstrate balance and co- ordination when playing games. I follow instructions with support. I play games honestly guided by rules with support.	I am beginning to take turns with others. I can explore movement skills. I can make guided choices. I follow instructions with support. I understand the rules of the game.	I am beginning to take turns and congratulate others. I am beginning to understand how I feel in different situations. I am building confidence to try new challenges. I can explore movement skills. I follow instructions with support. I play games honestly guided by the rules with support.	I show during yoga. I can remember individual poses and begin to link them. I can say what I like a flow. I can show spatial awareness with guidance. I can work with others or individually.	I am beginning to work with partners and small groups. I am showing that I can work independently and try to improve. I can take turns and share equipment. I can be part of a wider team and show team spirit and enthusiasm. I can understand how to move safely around whilst following basic instructions.
Reception	 Demonstrate s Move energetia Be confident t Explain the rea Set and work appropriate Give focused c 	asons for rules, know ri towards simple goals, l	oordination when play jumping, dancing, hop l show independence, r ight from wrong and tr being able to wait for v acher says, responding	ing ping, skipping and clin esilience and persevera y to behave accordingl vhat they want and co	nbing. nce in the face of challe	npulses when

					<u> </u>
I follow instructions	consideration for	I use movement	turns and encourage	I persevere when	develop overarm
involving several	myself and others.	skills with	others.	trying new	throwing.
ideas or actions.	I follow instructions	developing strength,	I use ball skills with	challenges.	I am beginning to
I play co-	involving several	balance and co-	developing	I follow instructions	show awareness of
operatively and take	ideas or actions.	ordination showing	competence and	involving several	how to run at
turns with others. I	I play co-	increasing control	accuracy.	ideas or actions.	different speeds.
understand the rules	operatively, take	and grace.	I use movement	I can negotiate	I can work with
and can explain	turns and	I follow instructions	skills with	space safely with	others and make
why it is important	congratulate others.	involving several	developing balance	consideration for	safe choices.
to follow them.	I play games	ideas or actions.	and co-ordination.	myself and others.	I can try my best.
I use movement	honestly with	I can combine	I play games	I play ball games	
skills with	consideration of the	movements,	honestly with	with consideration	Games: Unit 2
developing balance	rules.	selecting actions in	consideration of the	of the rules.	I use movement
and co-ordination.	I show an	response to the task.	rules.	-	skills with
	understanding of	I show respect	I show an	<mark>Dance: Unit 2</mark>	developing balance
Fundamentals: Unit	my feelings and can	towards others	understanding of	I can negotiate	and co-ordination.
1	regulate my	when providing	my feelings and can	space safely with	I use ball skills with
I am confident to	behaviour.	feedback	regulate my	consideration for	developing
try new challenges.	I use movement		behaviour.	myself and others.	competence and
I can negotiate	skills with	Ball Skills: Unit 1		I am confident to	accuracy.
space safely with	developing balance	I can negotiate	Gymnastics: Unit 2	try new challenges	I can negotiate
consideration for	and co-ordination.	space safely with	I can negotiate	and perform in front	space safely with
myself and others.		consideration for	space safely with	of others.	consideration for
I follow instructions	<mark>Gymnastics: Unit 1</mark>	myself and others.	consideration for	I use movement	myself and others.
involving several	I can negotiate	I use ball skills with	myself and others.	skills with	I play co-
ideas or actions.	space safely with	developing	I can confidently	developing strength,	operatively, take
I play co-	consideration for	competence and	and safely use a	balance and co-	turns and encourage
operatively, take	myself and others.	accuracy.	range of large and	ordination showing	others.
turns and encourage	I can confidently	I play co-	small apparatus.	increasing control	I follow instructions
others.	and safely use a	operatively and take	I can combine	and grace.	involving several
I play games	range of large and	turns with others.	movements,	I follow instructions	ideas or actions.
honestly with	small apparatus.	I can make	selecting actions in	involving several	I play games
consideration of the	I can combine	independent	response to the task	ideas or actions.	honestly with
rules.	movements,	choices.	and apparatus.	I can combine	consideration of the
I use movement	selecting actions in	I persevere when	I use movement	movements,	rules.
skills with	response to the task	trying new	skills with	selecting actions in	I show an
developing balance	and apparatus.	challenges.	developing strength,	response to the task.	understanding of
and co-ordination			balance and co-	I show respect	my feelings and can

when playi	ng I use movement	I play ball games	ordination showing	towards others	regulate my
games.	skills with	with consideration	increasing control	when providing	behaviour.
	developing strength,	of the rules.	and grace.	feedback.	
	balance and co-		I follow instructions	-	
	ordination showing		involving several		
	increasing control		ideas or actions.		
	and grace.		I work co-		
	I follow instructions		operatively with		
	involving several		others and take		
	ideas or actions.		turns.		
	I work co-		I am confident to		
	operatively with		try new challenges.		
	others and take				
	turns.				
	I am confident to				
	try new challenges.				

KS1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns

Year 1	Team building	Dance	Net and Wall	Yoga	Sending and	Striking and
	I can communicate	I am beginning to	I can hit a ball	I can recognise how	receiving	Fielding
	simple instructions.	use counts.	using a racket.	yoga makes me	I am beginning to	I can catch a
	I can follow	I can copy,	I can throw a ball	both feel physically	send and receive a	beanbag and a
	instructions.	remember and	to land over the net	and mentally.	ball with my feet.	medium-sized ball.
	I can follow path	repeat actions.	and into the court	I can remember and	I can catch a ball	I can roll a ball
	and lead others.	I can move	area.	repeat actions,	with some success.	towards a target.
	I can listen to	confidently and	I can track balls	linking poses	I can recognise	I can strike a ball
	others' ideas. I can	safely.	and other	together.	changes in my body	using my hand.
	suggest ideas to	I can use different	equipment sent to	I can say what I	when I do exercise.	I can track a ball
	solve tasks.	parts of the body in	me.	liked about someone	I can roll a ball	that is coming
	I can work with a	isolation and	I can use a ready	else's flow.	towards a target.	towards me.
	partner and a small	together.	position to move to	-	I can throw a ball	I know how to score
	group.		the ball.		to a partner.	points.

I understand the	I can work with	I know how to score	I can show an	I can track a ball	I understand the
rules of the game.	others to share	points.	awareness of space	that is coming	rules and I am
	ideas and select	I recognise changes	when travelling.	towards me.	beginning to use
Fundamentals	actions.	in my body when I	I can work with	I can work co-	these to play
I can change	I choose appropriate	do exercise.	others to create	operatively with a	honestly and fairly.
direction when	movements for	I show honesty and	poses.	partner.	I understand when I
moving at speed.	different dance	fair play when			am successful.
I can recognise	ideas.	playing against an	Fitness	Target Games	
changes in my body	I say what I liked	opponent.	I can recognise	I can recognise	Athletics
when I do exercise.	about someone		changes in my body	changes in my body	I am able to throw
I can run at	else's performance.	Gymnastics	when I do exercise.	when I do exercise.	towards a target.
different speeds.	I show some sense	I am confident to	I can share my	I can use an	I am beginning to
I can select my own	of dynamic and	perform in front of	ideas with other	overarm throw	show balance and
actions in response	expressive qualities	others.	people in the class.	aiming towards a	co-ordination when
to a task.	in my dance.	I can link simple	I can talk about	target.	changing direction.
I can show hopping		actions together to	what exercise does	I can roll a ball	I am developing
and jumping	Ball Skills	create a sequence.	to my body.	towards a target.	overarm throwing.
movements.	I am beginning to	I can make my	I recognise how	I can use an	I can recognise
I can work co-	catch with two	body tense, relaxed,	exercise makes me	underarm throw	changes in my body
operatively with	hands.	stretched and	feel.	aiming towards a	when I do exercise.
others to complete	I am beginning to	curled.	I try my best in the	target.	I can run at
tasks.	dribble a ball with	I can recognise	challenges I am set.	I can work co-	different speeds.
I show balance and	my hands and feet.	changes in my body	I understand why it	operatively with a	I can work with
co-ordination when	I am beginning to	when I do exercise.	is important to	partner.	others and make
static and moving	understand simple	I can remember and	warm up.	I understand what	safe choices.
at a slow speed.	tactics.	repeat actions and		good technique	I try my best.
	I can roll and throw	shapes.		looks like.	I understand the
	with some accuracy	I can say what I			difference between a
	towards a target.	liked about someone			jump, a leap and a
	I can say when	else's performance.			hop and can choose
	someone was	I can use apparatus			which allows me to
	successful.	safely and wait for			jump the furthest.
	I can track a ball	my turn.			-
	that is coming				
	towards me.				
	I can work co-				
	operatively with a				
	partner.				

Year 2	Team Building	Gymnastics	Yoga	Dance	Net and Wall	Striking and
	I can follow	I am beginning to	I am beginning to	I am beginning to	I can defend space	Fielding
	instructions	provide feedback	provide feedback	provide feedback	on my court using	I am beginning to
	carefully.	using key words.	using key words.	using key words.	the ready position.	provide feedback
	I can say when I	I an proud of my	I can copy,	I can copy,	I can describe how	using key words.
	was successful at	work and confident	remember and	remember, repeat	my body feels	I am developing
	solving challenges.	to perform in front	repeat yoga flows.	and create dance	during exercise.	underarm and
	I can share my	of others.	I can describe how	phrases.	I can hit a ball over	overarm throwing
	ideas and help to	I can perform the	my body feels	I can describe how	the net and into the	skills.
	solve tasks. I can	basic gymnastic	during exercise.	my body feels	court area.	I can hit a ball
	work co-operatively	actions with some	I can move from	during exercise.	I can throw	using equipment
	with a partner and	control and balance.	one pose to another	I can show a	accurately to a	with some
	a small group.	I can plan and	thinking about my	character and idea	partner.	consistency.
	I show honesty and	repeat simple	breath.	through the actions	I can use simple	I can track a ball
	can play fairly.	sequences of	I can use clear	and dynamics I	tactics to make it	and collect it.
	I understand how to	actions.	shapes when	choose.	difficult for an	I can use simple
	use, follow and	I can use directions	performing poses.	I can use counts to	opponent.	tactics.
	create a simple	and levels to make	I can work with	stay in time with	I know how to score	I know how to score
	diagram/map.	my work look	others to create	the music.	points and can	points and can
		interesting.	simple flows	I can work with a	remember the score.	remember the score.
	Fundamentals	I can use shapes	showing some	partner using	I show good	I understand the
	I am beginning to	when performing	control.	mirroring and	sportsmanship	rules of the game
	provide feedback	other skills.		unison in our	when playing	and can use these to
	using key words.	I can work safely	Target Games	actions.	against an	play fairly in a
	I am beginning to	with others and	I am able to select	I show confidence	opponent.	small group.
	turn and jump in an	apparatus.	the appropriate skill	to perform.		
	individual skipping		for the situation.		Invasion	Athletics
	rope.	Balls Skills	I can throw, roll,	Sending and	I can describe how	I show balance and
	I can describe how	I am beginning to	kick or strike a ball	Receiving	my body feels	co-ordination when
	my body feels	provide feedback	to a target with	I am beginning to	during exercise.	running at different
	during exercise.	using key words.	some success.	provide feedback	I can dodge and	speeds.
	I can show balance	I am beginning to	I can work co-	using key words.	find space away	I can jump and
	when changing	understand and use	operatively with a	I am beginning to	from the other team.	land with control.
	direction.	simple tactics.	partner and a small	trap and cushion a	I can move with a	I can use an
	I can show	I can dribble a ball	group.	ball that is coming	ball towards goal.	overarm throw to
	hopping, skipping	with my hands and	I understand the	towards me.	I can sometimes	help me to throw for
	and jumping	feet with some	principles of a		dribble a ball with	distance.
	movements with	control.	target game and		my hands and feet.	

some bala	up on and I can well and the	in roll and throw can use diff		I can stau with	I can work with
		00	Ŭ	I can stay with	
contr		a ball to hit a scoring syst		another player to	others, taking turns
I can wo	ork co- target.	target. when play	ing ball to a partner.	try and win the	and sharing ideas.
operatively	0	can send and games.	I can catch a ball	ball.	I can identify good
partner and	d a small receive a ball us	eive a ball using 📔 I understand	what passed to me, with	I know how to score	technique.
grou	ıp. both kicking ar	oth kicking and 🔰 good techn	que and without a	points and can	I can describe how
I show bal	ance and throwing and	throwing and looks like an	t can bounce.	remember the score.	my body feels
co-ordinati	ion when catching skills	atching skills. use key words	in the I can roll a ball to	I know who is on	during exercise.
running at	different 🛛 I can track a b	can track a ball 🛛 feedback I pr	ovide. hit a target.	my team and I can	I try my best.
speed	ds. and collect it	and collect it.	I can track a ball	attempt to send the	
	I can work co	can work co-	and stop it using	ball to them.	
	operatively with	eratively with a	my hands and feet.		
	partner and a sr	tner and a small	I can work co-		
	group.	group.	operatively with a		
			partner and a small		
			group.		
			I can work safely to		
			send a ball towards		
			a partner using a		
			piece of equipment.		

EYFS and KS1 are not sport specific and use a range of skills to develop physical literacy

KS2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Year 3	Ball Skills Y3/4	Gymnastics	Netball	Dance	e	Handball	Athletics
	I can catch different	I can adapt	I am beginning to	I am respec	tful of	I am learning the	I am developing
sized objects with		sequences to suit	use simple tactics.	others w	rhen	rules of the game	jumping for
	increasing	different types of	I am learning the	watching	them	and am beginning	distance.
		apparatus.	rules of the game	perform	n.		

consistency with	I can choose actions	and am beginning	I can provide	to use them	I can identify when
two hands.	that flow well into	to use them	feedback using key	honestly.	I was successful.
I can dribble a ball	one another.	honestly.	words.	I can defend an	I can take part in a
with control.	I can choose and	I can communicate	I can repeat,	opponent to slow	relay activity,
I can persevere	plan sequences of	with my team and	remember and	them down.	remembering when
when learning a	contrasting actions.	move into space to	perform a dance	I can find space	to run and what to
new skill.	I can complete	support them.	phrase.	away from others	do.
I can provide	actions with	I can defend an	I can use counts to	and near to my	I can throw a
feedback using key	increasing balance	opponent and try to	keep in time with a	goal.	variety of objects,
words.	and control.	win the ball.	partner and group.	I can provide	changing my action
I can show a	I can move in	I can pass, receive	I can use dynamic	feedback using key	for accuracy and
variety of throwing	unison with a	and shoot the ball	and expressive	words.	distance.
techniques.	partner.	with some control.	qualities in relation	I can throw, catch,	I can use different
I can throw with	I can provide	I can provide	to an idea.	dribble and shoot	take off and
accuracy and	feedback using key	feedback using key	I can work with a	the ball with some	landings when
increasing	words.	words.	partner and in a	control.	jumping.
consistency to a	I use a greater	I understand my	small group,	I understand my	I can use key points
target.	number of my own	role as an attacker	sharing ideas.	role both as a	to help me to
I can track the path	ideas for movements	and as a defender.	I create short dance	defender and as an	improve my
of a ball that is not	in response to a	I work cooperatively	phrases that	attacker.	sprinting technique.
sent directly to me.	task.	with my group to	communicate the	I work co-	I can work with a
	With help, I can	self-manage games.	idea.	operatively with my	partner and in a
Fundamentals Y3/4	recognise how			group to self-	small group,
I am able to jump	performances could	<mark>Yoga</mark>	OAA	manage games.	sharing ideas.
and turn a skipping	be improved.	I can copy and link	I am developing		I show
rope.		yoga poses together	map reading skills.	Golf	determination to
I can change	Football	to create a short	I can follow and	I can hold all	achieve my personal
direction quickly.	I am beginning to	flow.	give instructions.	equipment correctly.	best.
I can identify when	use simple tactics.	I can describe how	I can listen to and	I can provide	
I was successful.	I am learning the	yoga makes me feel.	am accepting of	feedback using key	Tennis
I can link hopping	rules of the game	I can move from	others' ideas.	words.	I am learning the
and jumping	and I am beginning	one pose to another	I can plan and	I can strike the ball	rules of the game
actions.	to use them to play	in time with my	attempt to apply	with some accuracy.	and I am beginning
I demonstrate	honestly and fairly.	breath.	strategies to solve	I can work on my	to use them to play
balance when	I can dribble, pass,	I can provide	problems.	own, with a partner	fairly.
performing other	receive and shoot	feedback using key	I can reflect on	and as a team.	I can provide
fundamental skills.	the ball with some	words.	when and why I		feedback using key
I understand how	control.		was successful at		words.

	the body moves differently at different speeds. I understand why it is important to warm up.	I can find space away from others and near to my goal. I can provide feedback using key words. I can track an opponent to slow them down. I understand my role as an attacker and as a defender. I work co- operatively with my group to self- manage games.	I can work with others to create a flow including a number of poses. I show some stability when holding my yoga poses.	solving challenges and am beginning to understand why. I can work collaboratively with a partner and a small group.	I mostly have the correct stance for putting. I show balance when striking the ball. I understand the aim of the game.	I can return a ball to a partner. I can use basic racket skills. I understand the aim of the game. I understand the benefits of exercise. I work cooperatively with my group to self-manage games.
Year 4	OAA I can accurately	Dance I can choose actions	Gymnastics I can explain what	Basketball I can delay an	Cricket I am able to bowl a	Athletics I can demonstrate
	follow and give	and dynamics to	happens to my	opponent and help	ball with some	the difference in
	instructions.	convey a character	body when I	to prevent the other	accuracy and	sprinting and
	I can confidently	or idea.	exercise and how	team from scoring.	consistency.	jogging techniques.
	communicate ideas	I can copy and	this helps to make	I can dribble, pass,	I am learning the	I can explain what
	and listen to others.	remember set	me healthy. I can	receive and shoot	rules of the game	happens in my
	I can identify key	choreography.	identify some	the ball with	and I am beginning	body when I warm
	symbols on a map	I can provide	muscle groups used	increasing control.	to use them to play	up.
	and use a key to	feedback using	in gymnastic	I can move to space	honestly and fairly.	I can identify when
	help navigate	appropriate	activities.	to help my team to	I can communicate	I was successful
	around a grid.	language relating to	I can plan and	keep possession and	with my teammates	and what I need to
	I can plan and	the lesson.	perform sequences	score goals.	to apply simple	do to improve.
	apply strategies to	I can respond	with a partner that	I can provide	tactics.	I can jump for
	solve problems. I can reflect on	imaginatively to a range of stimuli	include a change of level and shape.	feedback using key terminology and	I can persevere when learning a	distance with balance and control.
	when and why I	relating to character	I can provide	understand what I	new skill.	I can throw with
	was successful at	and narrative.	feedback using	need to do to	I can provide	some accuracy and
	solving challenges.	I can use changes	appropriate	improve.	feedback using key	power to a target
	I can work	in timing and	language relating to	I can use simple	terminology and	area.
	collaboratively and	0	the lesson.	tactics to help my	understand what I	

effectively with a	spacing to develop a	I can safely perform	team score or gain	need to do to	I show
partner and a small	dance.	balances	possession.	improve.	determination to
group.	I can use counts to	individually and	I share ideas and	I can strike a	improve my
	keep in time with	with a partner.	work with others to	bowled ball after a	personal best.
Hockey	others and the	I can watch,	manage our game.	bounce.	I support and
I can delay an	music.	describe and	I understand the	I can use overarm	encourage others to
opponent and help	I can use simple	suggest possible	rules of the game	and underarm	work to their best.
to prevent the other	movement patterns	improvements to	and I can use them	throwing, and	
team from scoring.	to structure dance	others'	often and honestly.	catching skills with	Rounders
I can dribble, pass,	phrases on my own,	performances and		increasing accuracy.	I an able to bowl a
receive and shoot	with a partner and	my own.	Fitness	I share ideas and	ball with some
the ball with	in a group.	I understand how	I can collect and	work with others to	accuracy, and
increasing control.	I show respect for	body tension can	record my scores	manage our game.	consistency.
I can move to space	others when	improve the control	and identify areas I		I am learning the
to help my team to	working as a group	and quality of my	need to improve.	Tennis	rules of the game
keep possession and	and watching	movements.	I can use key points	I understand the	and I am beginning
score goals.	others perform.		to help me to	rules of the game	to use them to play
I can provide		Tag Rugby	improve my	and I can use them	honestly and fairly.
feedback using key	Dodgeball	I understand the	sprinting technique.	often and honestly.	I can communicate
terminology and	I understand the	rules of the game	I share ideas and	I can communicate	with my teammates
understand what I	rules of the game	and I can use them	work with others to	with my teammates	to apply simple
need to do to	and I can use them	often and honestly.	manage activities.	to apply simple	tactics.
improve.	often and honestly.	I can delay an	I show balance	tactics.	I can explain what
I can use simple	I can catch with	opponent and help	when changing	I can explain what	happens to my
tactics to help my	increasing	prevent the other	direction at speed.	happens to my	body when I
team score or gain	consistency.	team from scoring.	I show control	body when I	exercise and how
possession.	I can communicate	I can explain what	when completing	exercise and how	this helps to make
I share ideas and	with my teammates	happens to my	activities to improve	this helps to make	me healthy.
work with others to	to apply simple	body when I	balance.	me healthy.	I can provide
manage our game.	tactics.	exercise and how	I show	I can provide	feedback using key
I understand the	I can provide	this helps to make	determination to	feedback using key	terminology and
rules of the game	feedback using key	me healthy.	continue working	terminology and	understand what I
and I can use them	terminology and	I can help my team	over a period of	understand what I	need to do to
often and honestly.	understand what I	keep possession and	time.	need to do to	improve.
	need to do to	score tries when I	I understand there	improve.	I can strike a
	improve.	play in attack.	are different areas	I can return to the	bowled ball with
			of fitness and that	ready position to	adapted equipment
			each area		

		I can return to the	I can pass and	challenges my body	defend my own	(e.g. a tennis
		ready position to	receive the ball with	differently.	court.	racket).
		defend myself.	increasing control.	00 0	I can sometimes	, I can use overarm
		I can throw with	I can provide		play a continuous	and underarm
		some accuracy at a	feedback using key		game.	throwing and
		target.	terminology and		I can use a range of	catching skills with
		I share ideas and	understand what I		basic racket skills.	increasing accuracy.
		work with others to	need to do to		I share ideas and	I share ideas and
		manage our game.	improve.		work with others to	work with others to
		0 0	I can use simple		manage our game.	manage our game.
			tactics to help my		0 0	0 0
			team score or gain			
			possession.			
			I share ideas and			
			work with others to			
			manage our game.			
Year 5	OAA	Gymnastics	Dance	Yoga	Cricket	Athletics
	I am inclusive of	I can create and	I can accurately	I am confident to	I am developing a	I can choose the
	others and can	perform sequences	copy and repeat set	lead others through	wider range of	best pace for a
	share job roles.	using apparatus,	choreography.	poses and flows.	fielding skills and I	running event.
	I can navigate	individually and	I can choreograph	I can create a yoga	am beginning to use	I can identify good
	around a course	with a partner.	phrases individually	flow working safely	these under some	athletic performance
	using a map.	I can lead a partner	and with others	with a partner.	pressure.	and explain why it
	I can orientate a	through short	considering actions	I can identify how	I can identify when	is good.
	map confidently.	warm-up routines.	and dynamics.	different activities	I was successful	I can perform a
	I can reflect on	I can use canon and	I can confidently	can benefit my	and what I need to	range of jumps
	when I was	synchronisation,	perform different	physical health.	do to improve.	showing some
	successful at solving	and matching and	styles of dance,	I can move with	I can strike a	technique.
	challenges and alter	mirroring when	clearly and fluently,	control from one	bowled ball with	I can show control
	my methods in	performing with a	showing I can lead	pose to another	increasing	at take-off and
	order to improve.	partner and a group	a group through	demonstrating good	consistency.	landing in jumping
	I can use critical	and say how it	short warm-up	balance.	I can work co-	activities.
	thinking to	affects the	routines.	I can provide	operatively with	I can take on the
	approach a task.	performance.	I can refine the way	feedback to others	others to manage	role of coach,
	I can work	I can use feedback	I use actions,	using key	our game.	official and timer
	effectively with a	provided to improve	dynamics,	terminology.	I understand the	when working in a
	partner and a small	my work.	relationships and		need for tactics and	group.
	group, sharing ideas		space in my dance		can identify when	

and agreeing on a	I can use set criteria	in response to a	I can use feedback	to use them in	I can use feedback
team strategy.	to make simple	stimulus.	provided to improve	different situations.	to improve my
	judgments about	I can suggest ways	my work.	I understand the	sprinting technique.
Football	performances and	to improve my own	I can use my breath	rules of the game	I persevere to
I can communicate	suggest ways they	and other people's	to move from pose	and I can apply	achieve my personal
with my team and	could be improved.	work using key	to pose.	them honestly most	best.
move into space to	I can use strength	terminology.	I show strength and	of the time.	I show accuracy
keep possession and	and flexibility to	I can use counts	flexibility whilst	I understand there	and power when
score.	improve the quality	when	holding yoga poses.	are different skills	throwing for
I can dribble, pass,	of a performance.	choreographing to		for different	distance.
receive and shoot	I can work safely	stay in time with	Golf	situations and I am	
the ball with some	when learning a	others and the	I am developing a	beginning to use	Tennis
control under	new skill to keep	music.	wider range of skills	this.	I am developing a
pressure.	myself and others	I can use feedback	and I am beginning		wider range of skills
I can identify when	safe.	provided to improve	to use these under	Handball	and I am beginning
I was successful		my work.	some pressure.	I can lead others	to use these under
and what I need to	Volleyball Y5/6		I can hold all	and contribute my	some pressure.
do to improve. I can	I am developing a	Netball	equipment correctly	ideas to group work.	I can identify how
often make the	wider range of skills	I can communicate	depending on the	I use feedback	different activities
correct decision of	and I am beginning	with my team and	shot I am using.	provided to improve	can benefit my
who to pass to and	to use these under	move into space to	I can identify	my work.	physical health.
when.	some pressure.	keep possession and	different areas of	I can apply	I can identify when
I can use tracking	I can identify when	score.	the golf course.	defensive skills	I was successful
and intercepting	I was successful	I can identify when	I can identify when	individually and as	and what I need to
when playing in	and what I need to	I was successful	I was successful	a team to gain	do to improve.
defence.	do to improve.	and what I need to	and what I need to	possession, deny	I can use feedback
I understand the	I can use feedback	do to improve.	do to improve.	space and stop	provided to improve
need for tactics and	provided to improve	I can pass, receive	I can use feedback	goals.	my work.
can identify when	my work.	and shoot the ball	provided to improve	I can dribble, pass,	I can work
to use them in	I can use the rules	with some control	my work.	receive and shoot	cooperatively with
different situations.	to referee a game.	under pressure.	I can work	the ball with some	others to manage
I understand the	I can work co-	I can stay with an	cooperatively with	control under	our game.
rules of the game	operatively with	opponent and I	others to manage	pressure.	I understand the
and I can use them	others to manage	confident to attempt	our game.	I communicate with	need for tactics and
most of the time to	our game.	to intercept.	I understand there	my team and move	can identify when
play honestly and	I understand the	I know what	are different skills	into space to help to	to use them in
fairly.	need for tactics and	position I am	for different	maintain	different situations.
	can identify when	playing in and how	situations and I am	possession.	I understand the

	I understand there are different skills for different situations and I am beginning to apply this.	to use them in different situations. I understand the rules of the game and I can apply them honestly most of the time. I understand there are different skills for different situations and I am beginning to use these.	to contribute when attacking and defending. I understand the need for tactics and can identify when to use them in different situations. I understand the rules of the game and I can apply them honestly most of the time. I understand there are different skills for different situations and I am beginning to apply this.	beginning to use these.	I understand the need for tactics and can identify when to use them in different situations. I understand the rules and can apply them honestly most of the time including when refereeing.	rules of the game and I can apply them honestly most of the time. I understand there are different skills for different situations and I am beginning to apply this.
Year 6	Hockey	Swimming Delivered by Swimming	Gymnastics	Dance	Cricket	Rounders
	I can create and use space to help my team. I can dribble, pass, receive and shoot the ball with increasing control. under pressure. I can select the appropriate action for the situation and make this decision quickly. I can use marking, tackling and/or interception to improve my defence. I can use the rules	Delivered by Swimming Teachers at Flitwick leisure centre but Assessed by class teacher on GS4PE by observation I can float on my front and back. I can roll from my front to my back and then regain a standing position. I can glide on both front and back. I know several pool rules and can explain how they help me to stay safe.	I can combine and perform gymnastic actions, shapes and balances with control and fluency. I can create and perform sequences using compositional devices to improve the quality. I can lead a small group through a short warm-up routine. I can use appropriate language to evaluate and refine	I can choreograph a dance and work safely using a prop. I can lead a small group through a short warm-up routine. I can perform dances confidently and fluently with accuracy and good timing. I can refine the way I use actions, dynamics and relationships to represent ideas,	I can select the appropriate action for the situation. I can strike a bowled ball with increasing consistency and accuracy. I can use a wider range of fielding skills with increasing control under pressure. I can use the rules of the game consistently to play fairly.	I can strike a bowled ball with increasing consistency. I can use a wider range of skills with increasing control under pressure. I can use the rules of the game consistently to play fairly. I can work collaboratively with others to get batters out. I can work in collaboration with

of the game	I can demonstrate	my own and others'	emotions, feelings	I can work in	others so that
consistently to play	what to do if I fall	work.	and characters.	collaboration with	games run
honestly and fairly.	into water.	I can work	I can use	others so that	smoothly.
I can work	I can swim over a	collaboratively with	appropriate	games run	I recognise my own
collaboratively to	distance of 10m	others to create a	language to	smoothly.	and others'
create tactics with	unaided.	sequence.	evaluate and refine	I recognise my own	strengths and areas
my team and	I can begin to use	I understand how to	my own and others'	and others'	for development and
evaluate the	arms and legs	work safely when	work.	strengths and areas	can suggest ways to
effectiveness of	together to move	learning a new skill.	I can use feedback	for development and	improve.
these.	effectively across	I understand what	provided to improve	can suggest ways to	I understand and
I can work in	the water.	counterbalance and	the quality of my	improve.	can apply some
collaboration with		counter tension is	work.	I understand and	tactics in the game
others so that	Badminton Y5/6	and can show	I can work	can apply some	as a batter, bowler
games run	I can select the	examples with a	creatively and	tactics in the game	and fielder.
smoothly.	appropriate action	partner	imaginatively on	as a batter, bowler	
I recognise my own	for the situation and		my own, with a	and fielder.	Athletics
and others strengths	make this decision	Tag Rugby	partner and in a		I can compete
and areas for	quickly.	I can create and use	group to	Basketball	within the rules
development and	I can use a wider	space to help my	choreograph and	I can create and use	showing fair play
can suggest ways	range of skills with	team.	structure dances.	space to help my	and honesty. I can
to improve.	increasing control	I can pass and		team.	help others to
	under pressure.	receive the ball with	Dodgeball	I can dribble, pass,	improve their
Fitness	I can use feedback	increasing control	I can officiate and	receive and shoot	technique using key
I can change my	provided to improve	under pressure.	help to manage a	the ball with	teaching points. I
running technique	the quality of my	I can select the	game by refereeing.	increasing control	can identify my
to adapt to different	work.	appropriate action	I can select the	under pressure.	own and others'
distances.	I can use the rules	for the situation and	appropriate action	I can select the	strengths and areas
I can collect, record	of the game	make this decision	for the situation and	appropriate action	for development and
and analyse scores	consistently to play	quickly.	make this decision	for the situation and	can suggest ways to
to identify areas	honestly and fairly.	I can tag opponents	quickly. I can use a	make this decision	improve. I can
where I have made	I can work	individually and	wider range of skills	quickly.	perform jumps for
the most	collaboratively to	when working	with increasing	I can use the rules	distance using good
improvement.	create tactics with	within a unit.	control under	of the game	technique. I can
I can work with	my team and	I can use the rules	pressure. I can use	honestly and	select and apply the
others to organise,	evaluate the	of the game	the rules of the	consistently.	best pace for a
manage and record	effectiveness of	consistently to play	game consistently	I can work	running event. I can
information at a	these.	honestly and fairly.	to play honestly	collaboratively to	show accuracy and
station.		I can work	and fairly. I can	create tactics with	good technique

I encourage and	I can work in	collaboratively to	work collaboratively	my team and	when throwing for
motivate others to	collaboration with	create tactics with	to create tactics	evaluate the	distance. I
work to their best.	others so that	my team and	with my team and	effectiveness of	understand that
I understand that	games run	evaluate the	evaluate the	these.	there are different
there are different	smoothly.	effectiveness of	effectiveness of	I can work in	areas of fitness and
areas of fitness and	I recognise my own	these.	these. I can work in	collaboration with	how this helps me
how this helps me	and others'	I can work in	collaboration with	others so that	in different
in different	strengths and areas	collaboration with	others so that	games run	activities. I use
activities.	for development and	others so that	games run	smoothly.	different strategies
I understand the	can suggest ways	games run	smoothly. I	I recognise my own	to persevere to
different	to improve.	smoothly.	recognise my own	and others'	achieve my personal
components of		I recognise my own	and others'	strengths and areas	best.
fitness and ways to		and others'	strengths and areas	for development and	<mark>Residential – OAA</mark>
test and develop		strengths and areas	for development and	can suggest ways to	OAA objectives to be send to PGL whose staff deliver
them.		for development and	can suggest ways	improve.	activities on Residential trip
I work to my		can suggest ways	to improve.	I understand when	including team work, water sports and so forth.
maximum		to improve.		to use different	I am inclusive of
consistently when				styles of defence in	others, can share
presented with				game situations.	job roles and lead
challenges.					when necessary.
					I can orientate a
					map efficiently to
					navigate around a
					course.
					I can pool ideas
					within a group,
					selecting and
					applying the best
					method to solve a
					problem.
					I can use critical
					thinking skills to
					form ideas and
					strategies to solve
					challenges.
					I can work
					effectively with a
					partner and a group

			to solve challenges.
			With increasing
			accuracy, I can
			reflect on when and
			how I successful at
			solving challenges
			and alter my
			methods in order to
			improve.