



P.E. Objectives for Assessment

2021-2022



FS2	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Gross Motor Skills: Gym (Travelling)	Fine Motor Skills	Gross Motor Skills: Gym (Stretching)	Fine Motor Skills	Gross Motor Skills: Gym (Taking Weight on Body Parts)	Fine Motor Skills	Gross Motor Skills: Hoops and Quits	Fine Motor Skills	Gross Motor Skills: Ropes, Bats & Balls	Fine Motor Skills	Gross Motor Skills: Sports Day Practise/ Athletics	Fine Motor Skills
Developing skills	Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping	Uses simple tools to effect changes to materials Shows a preference for a dominant hand	Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance	Begins to use anticlockwise movement and retrace vertical lines Begins to form recognisable letters independently	Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles Travels with confidence and skill around, under, over and through balancing and climbing equipment	Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed	Shows increasing control over an object in pushing, patting, throwing, catching or kicking it	ELG: Use a range of small tools, including scissors, paint brushes and cutlery	ELG: Negotiate space and obstacles safely, with consideration for themselves and others Demonstrate strength, balance and coordination when playing	ELG: Begin to show accuracy and care when drawing	ELG: Move energetically, such as running, jumping, dancing, hopping, skipping and climbing	ELG: Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases
Evaluation and Communication	Describe what they have done or seen others doing.		Describe what they have done or seen others doing.		Describe what they have done or seen others doing.		Describe what they have done or seen others doing.		Describe what they have done or seen others doing.		Describe what they have done or seen others doing	
Health and Self-Care	Usually dry and clean during the day Shows some understanding that good practices with regard to exercise, eating, drinking water, sleeping and hygiene can contribute to good health		Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks by taking independent action or by giving a verbal warning to others		Describes physical changes to the body that can occur when feeling unwell, anxious, tired, angry or sad Can initiate and describe playful actions or movements for other children to mirror and follow		Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks by taking independent action or by giving a verbal warning to others		Shows understanding of how to transport and store equipment safely Practices some appropriate safety measures without direct supervision, considering both benefits and risk of a physical experience		ELG: Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices	

Year 1	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Games (Partner Work)	Games (Bat, Balls & Skipping)	Games (Inventing Games)	Games (Throwing, Catching & Aiming)	Gymnastics (Jump, Land & Bounce)	Games (Ball Skills & Games)	Gymnastics (Rocking & Rolling)	Football	Dance (Skill Development)	Gymnastics (Wide- Narrow- Curled)	Dance (Linked to Topic)	Athletics
Developing skills	Perform fundamental movement at a developing level in: Travelling skills.	Perform fundamental movement at a developing level in: Travelling skills. Sending skills. Receiving skills.		Perform fundamental movement at a developing level in: Travelling skills. Sending skills. Receiving skills.	Perform basic body actions with control and show some sense of dynamic, expressive and rhythmic qualities in their own dance.	Perform fundamental movement at a developing level in: Travelling skills. Sending skills. Receiving skills.		Perform fundamental movement at a developing level in: Travelling skills. Sending skills. Receiving skills.	Perform basic body actions with control and show some sense of dynamic, expressive and rhythmic qualities in their own dance.		Perform basic body actions with control and show some sense of dynamic, expressive and rhythmic qualities in their own dance.	
Examples of skills	Travelling skills - running, hopping, skipping. Sending skills – rolling, kicking, throwing. Receiving skills - catching.	Travelling skills - running, hopping, skipping.	Travelling skills - running, hopping, skipping. Sending skills – rolling, kicking, throwing. Receiving skills - catching.	Travelling skills - running, hopping, skipping. Sending skills – rolling, kicking, throwing. Receiving skills - catching.	Sending skills – rolling, kicking, throwing.	Sending skills – rolling, kicking, throwing. Receiving skills - catching.	Sending skills – rolling, kicking, throwing.	Sending skills – rolling, kicking, throwing. Receiving skills - catching.	Travelling skills - running, hopping, skipping.	Sending skills – rolling, kicking, throwing.	Travelling skills - running, hopping, skipping.	
Application of Skills - attacking and defending strategies	Apply a simple tactic in a 1V1 or 2V2 net type game.		Apply a simple tactic in a 1V1 or 2V2 net type game. Engage in simple competitive and cooperative activities.	Apply a simple tactic in a 1V1 or 2V2 net type game.		Apply a simple tactic in a 1V1 or 2V2 net type game. Engage in simple competitive and cooperative activities.		Apply a simple tactic in a 1V1 or 2V2 net type game. Engage in simple competitive and cooperative activities.				Engage in simple competitive and cooperative activities.
Application of skills - linking actions and sequencing movement					Create and link simple combinations of 2 or 3 actions in ways that suit the physical activity (for example gymnastic activities).		Create and link simple combinations of 2 or 3 actions in ways that suit the physical activity (for example gymnastic activities).		Choose appropriate movements for different dance ideas and repeat short dance phrases.	Create and link simple combinations of 2 or 3 actions in ways that suit the physical activity (for example gymnastic activities).	Choose appropriate movements for different dance ideas and repeat short dance phrases.	

Year 1	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Games (Partner Work)	Games (Bat, Balls & Skipping)	Games (Inventing Games)	Games (Throwing, Catching & Aiming)	Gymnastics (Jump, Land & Bounce)	Games (Ball Skills & Games)	Gymnastics (Rocking & Rolling)	Football	Dance (Skill Development)	Gymnastics (Wide- Narrow- Curled)	Dance (Linked to Topic)	Athletics
Evaluation and Communication		Describe what they have done or seen others doing.		Describe what they have done or seen others doing.		Describe what they have done or seen others doing.		Describe what they have done or seen others doing.		Describe what they have done or seen others doing.		Describe what they have done or seen others doing.
Knowledge and Understanding of health and Fitness	Describe how my body feels before, during and after a fitness activity.		Describe how my body feels before, during and after a fitness activity.		Describe how my body feels before, during and after a fitness activity.		Describe how my body feels before, during and after a fitness activity.		Describe how my body feels before, during and after a fitness activity.		Describe how my body feels before, during and after a fitness activity.	

Year 2	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Dance (Skill development)	Football	Dance (linked to topic)	Gymnastics (High & Low)	Gymnastics (Spin-turn-twist)	Netball	Cricket	Athletics	Tag Rugby	Rounders	Hockey	Tennis
Developing skills	Start to master some basic movements in: Travelling skills. Perform body actions with control and coordination and perform short dances, showing an understanding of expressive qualities.	Start to master some basic movements in: Travelling skills. Sending skills. Receiving skills.	Start to master some basic movements in: Travelling skills. Perform body actions with control and coordination and perform short dances, showing an understanding of expressive qualities.	Start to master some basic movements in: Travelling skills. Perform body actions with control and coordination and perform short dances, showing an understanding of expressive qualities.	Start to master some basic movements in: Travelling skills. Perform body actions with control and coordination and perform short dances, showing an understanding of expressive qualities.	Start to master some basic movements in: Travelling skills. Sending skills. Receiving skills.	Start to master some basic movements in: Travelling skills. Sending skills. Receiving skills.	Start to master some basic movements in: Travelling skills.	Start to master some basic movements in: Travelling skills. Sending skills. Receiving skills.	Start to master some basic movements in: Travelling skills. Sending skills. Receiving skills.	Start to master some basic movements in: Travelling skills. Sending skills. Receiving skills.	Start to master some basic movements in: Travelling skills. Sending skills. Receiving skills.
Examples of skills		Travelling skills - running, galloping, dodging. Sending skills - throwing, kicking, bouncing and striking a ball. Receiving skills - trapping and catching an object				Travelling skills - running, galloping, dodging. Sending skills - throwing, kicking, bouncing and striking a ball. Receiving skills - trapping and catching an object	Travelling skills - running, galloping, dodging. Sending skills - throwing, kicking, bouncing and striking a ball. Receiving skills - trapping and catching an object		Travelling skills - running, galloping, dodging. Sending skills - throwing, kicking, bouncing and striking a ball. Receiving skills - trapping and catching an object	Travelling skills - running, galloping, dodging. Sending skills - throwing, kicking, bouncing and striking a ball. Receiving skills - trapping and catching an object	Travelling skills - running, galloping, dodging. Sending skills - throwing, kicking, bouncing and striking a ball. Receiving skills - trapping and catching an object	Sending skills - striking a ball.
Application of Skills - attacking and defending strategies		Apply simple tactics in a 3V1 game. Engage in simple competitive and cooperative activities.				Apply simple tactics in a 3V1 game. Engage in simple competitive and cooperative activities.			Apply simple tactics in a 3V1 game. Engage in simple competitive and cooperative activities.		Apply simple tactics in a 3V1 game. Engage in simple competitive and cooperative activities.	

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Year 3	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Dance (Skill development)	Gymnastics (Stretching & Curling)	Dance (linked to topic)	Gymnastics (Pathways & Travelling)	Swimming	Tennis	Swimming	Hockey	Football	Cricket	Athletics	Netball
Developing skills	Travelling - change direction easily.	Travelling - change direction easily. Perform travelling, rolling, jumping and balancing skills. Plan routes around obstacles (e.g. PE apparatus, table/chairs in classroom).	Travelling - change direction easily.	Travelling - change direction easily. Perform travelling, rolling, jumping and balancing skills. Plan routes around obstacles (e.g. PE apparatus, table/chairs in classroom).		Perform using a number of sending and receiving skills with some accuracy. Travelling - change direction easily.		Perform using a number of sending and receiving skills with some accuracy. Travelling - change direction easily. Plan routes around obstacles (e.g. PE apparatus, table/chairs in classroom).	Perform using a number of sending and receiving skills with some accuracy.	Perform using a number of sending and receiving skills with some accuracy.		Perform using a number of sending and receiving skills with some accuracy.
Examples of skills		Travelling on hands and feet, balance on large and small body parts.		Travelling on hands and feet, balance on large and small body parts.		Strike a ball with implement.		Strike a ball with implement.	Dodging and swerving.	Underarm bowl. Throwing overarm. Strike a ball with implement.		Chest pass, bounce pass, swing pass, catching. Dodging and swerving.
Application of Skills - attacking and defending strategies						Apply skills and tactics in a range of other games such as net/wall or striking/fielding type activities.		Develop simple attacking skills in a 3V1 invasion game. Apply skills and tactics in a range of other games such as net/wall or striking/fielding type activities.	Develop simple attacking skills in a 3V1 invasion game. Apply skills and tactics in a range of other games such as net/wall or striking/fielding type activities.	Apply skills and tactics in a range of other games such as net/wall or striking/fielding type activities.		Apply skills and tactics in a range of other games such as net/wall or striking/fielding type activities.

Year 3	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Dance (Skill development)	Gymnastics (Stretching & Curling)	Dance (linked to topic)	Gymnastics (Pathways & Travelling)	Swimming	Tennis	Swimming	Hockey	Football	Cricket	Athletics	Netball
Application of skills – linking actions and sequencing movement	Create and perform sequences of actions (4-6) smoothly in a range of activities such as gymnastic activities and dance. Share and create dance phrases with a partner and in a small group; repeat, remember and perform these phrases in a dance.	Create and perform sequences of actions (4-6) smoothly in a range of activities such as gymnastic activities and dance.	Create and perform sequences of actions (4-6) smoothly in a range of activities such as gymnastic activities and dance. Share and create dance phrases with a partner and in a small group; repeat, remember and perform these phrases in a dance.	Create and perform sequences of actions (4-6) smoothly in a range of activities such as gymnastic activities and dance.								
Evaluation and Communication	Identify what they do best and what they find difficult.	Make simple assessments of performance based on simple criteria given by the teacher.	Identify what they do best and what they find difficult.	Make simple assessments of performance based on simple criteria given by the teacher.		Identify what they do best and what they find difficult. Make simple assessments of performance based on simple criteria given by the teacher.		Identify what they do best and what they find difficult. Make simple assessments of performance based on simple criteria given by the teacher.	Identify what they do best and what they find difficult. Make simple assessments of performance based on simple criteria given by the teacher.	Identify what they do best and what they find difficult. Make simple assessments of performance based on simple criteria given by the teacher.	Identify what they do best and what they find difficult. Make simple assessments of performance based on simple criteria given by the teacher.	Identify what they do best and what they find difficult. Make simple assessments of performance based on simple criteria given by the teacher.
Knowledge and Understanding of health and Fitness	Describe how my body feels during different activities and can compare. Can explain what their body needs to stay healthy and fit.			Describe how my body feels during different activities and can compare. Can explain what their body needs to stay healthy and fit.		Describe how my body feels during different activities and can compare. Can explain what their body needs to stay healthy and fit.		Describe how my body feels during different activities and can compare. Can explain what their body needs to stay healthy and fit.		Describe how my body feels during different activities and can compare. Can explain what their body needs to stay healthy and fit.		Describe how my body feels during different activities and can compare. Can explain what their body needs to stay healthy and fit.

Year 3	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Dance (Skill development)	Gymnastics (Stretching & Curling)	Dance (linked to topic)	Gymnastics (Pathways & Travelling)	Swimming	Tennis	Swimming	Hockey	Football	Cricket	Athletics	Netball
Swimming - KS2					Swims competently, confidently and proficiently over a distance of at least 25 metres. Uses a range of strokes effectively – e.g – front crawl, back crawl, backstroke and breaststroke. Knows how to stay safe in water and can recall survival tactics.		Swims competently, confidently and proficiently over a distance of at least 25 metres. Uses a range of strokes effectively – e.g – front crawl, back crawl, backstroke and breaststroke. Knows how to stay safe in water and can recall survival tactics.					

Year 4	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Hockey	Gymnastics	Multi-skills	Netball	Swimming	Dance	Swimming	Dance	Tennis	Athletics	Cricket	OAA
Developing skills	Perform using a number of sending and receiving skills with consistency and accuracy. Travel with an object i.e. running or dribbling a ball with/without equipment.	Perform movements, shapes and balances that are matched and/or mirrored.	Perform using a number of sending and receiving skills with consistency and accuracy. Travel with an object i.e. running or dribbling a ball with/without equipment.	Master fundamental movement skills and start to develop sport specific skills. Develop a broader range of skills using different sports and activities. Work cooperatively with others to solve challenges.		Perform dances clearly and fluently, show sensitivity to the dance idea and the accompaniment.		Perform dances clearly and fluently, show sensitivity to the dance idea and the accompaniment.	Perform using a number of sending and receiving skills with consistency and accuracy. Travel with an object i.e. running or dribbling a ball with/without equipment. Strike a ball with implement.	Master fundamental movement skills and start to develop sport specific skills. Develop a broader range of skills using different sports and activities.	Work cooperatively with others to solve challenges. Underarm bowl. Throwing overarm. Strike a ball with implement.	Orientate a map consistently and accurately. Follow a simple orienteering course on school grounds recording controls. Work cooperatively with others to solve challenges.
Examples of skills			Chest bounce pass, swing pass, catching. Bouncing a ball, running with a ball.	Chest bounce pass, swing pass, catching.								
Application of Skills - attacking and defending strategies	Develop attacking skills in a 4V2 invasion game.								Apply skills and tactics in a range of other games such as net/wall or striking/fielding type activities.			
Application of skills - linking actions and sequencing movement		Create and perform sequences of actions (6) with control and precision in a range of activities such as gymnastic activities.				Create and perform sequences of actions (6) with control and precision in a range of activities such as gymnastic activities. Use simple motifs and movement patterns to structure dance phrases on their own and with a partner.		Create and perform sequences of actions (6) with control and precision in a range of activities such as gymnastic activities. Use simple motifs and movement patterns to structure dance phrases on their own and with a partner.				

Year 4	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Hockey	Gymnastics	Multi-skills	Netball	Swimming	Dance	Swimming	Dance	Tennis	Athletics	Cricket	OAA
Evaluation and Communication	Identify aspects of their game that needs improving and say how they could go about improving them.	Describe what is successful in their own performances.		Describe what is successful in their own performances.								Describe what is successful in their own performances.
Knowledge and Understanding of health and Fitness			Can explain why it is important to warm up and cool down.			Can explain why it is important to warm up and cool down.		Can explain why it is important to warm up and cool down.		Can explain why it is important to warm up and cool down Can explain what their body needs to stay healthy and fit – specifically linking to food types and choices.	Can explain why it is important to warm up and cool down.	
Swimming - KS2					Swims competently, confidently and proficiently over a distance of at least 25 metres. Uses a range of strokes effectively – e.g – front crawl, back crawl, backstroke and breaststroke. Knows how to stay safe in water and can recall survival tactics.		Swims competently, confidently and proficiently over a distance of at least 25 metres. Uses a range of strokes effectively – e.g – front crawl, back crawl, backstroke and breaststroke. Knows how to stay safe in water and can recall survival tactics.					

Year 5	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Tag Rugby	Netball	Tennis	Gymnastics (Flight)	Hockey	Gymnastics (holes and barriers)	Football	Cricket	Dance	Athletics	Dance	Rounders
Developing skills	Continue to develop sport specific skills applying them with coordination and control. Perform a number of skills, i.e. travelling with and without equipment, sending and receiving skills with consistency, accuracy, confidence and control. Work cooperatively with a partner and small group.	Continue to develop sport specific skills applying them with coordination and control. Perform a number of skills, i.e. travelling with and without equipment, sending and receiving skills with consistency, accuracy, confidence and control. Accept responsibility when working in a team.	Continue to develop sport specific skills applying them with coordination and control. Perform a number of skills, i.e. travelling with and without equipment, sending and receiving skills with consistency, accuracy, confidence and control.	Continue to develop sport specific skills applying them with coordination and control. Perform a number of skills, i.e. travelling with and without equipment, sending and receiving skills with consistency, accuracy, confidence and control.	Continue to develop sport specific skills applying them with coordination and control. Perform a number of skills, i.e. travelling with and without equipment, sending and receiving skills with consistency, accuracy, confidence and control.	Perform symmetrical and asymmetrical actions and counter balance and counter tension with a partner.	Continue to develop sport specific skills applying them with coordination and control. Perform a number of skills, i.e. travelling with and without equipment, sending and receiving skills with consistency, accuracy, confidence and control.	Continue to develop sport specific skills applying them with coordination and control. Perform a number of skills, i.e. travelling with and without equipment, sending and receiving skills with consistency, accuracy, confidence and control.	Perform different styles of dance clearly and fluently, adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of dance.	Continue to develop sport specific skills applying them with coordination and control. Perform a number of skills, i.e. travelling with and without equipment, sending and receiving skills with consistency, accuracy, confidence and control.	Perform different styles of dance clearly and fluently, adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of dance.	Continue to develop sport specific skills applying them with coordination and control. Perform a number of skills, i.e. travelling with and without equipment, sending and receiving skills with consistency, accuracy, confidence and control.
Examples of skills	Catch a small ball.	Chest bounce, shoulder, swing pass, dribbling a ball, running with a ball.		Counter balance with a partner.		Counter balance with a partner.	Chest bounce, shoulder pass, catching, push pass, kicking, shooting.	Bowl underarm/overarm. Strike a ball (rounders/cricket).		Chest bounce, shoulder pass, catching, push pass, kicking, shooting. Bowl underarm / overarm. Strike a ball (rounders/cricket). Catch a small ball.		Recognise their own and others strengths and explain why a performance is good using appropriate terminology when evaluating both their own and others performances.

Year 5	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Tag Rugby	Netball	Tennis	Gymnastics (Flight)	Hockey	Gymnastics (holes and barriers)	Football	Cricket	Dance	Athletics	Dance	Rounders
Application of Skills attacking and defending strategies	Collaborate as a team and develop defending skills through modified versions of 5V3 or 5V4 invasion games.	Apply a range of skills and tactics in a range of other games such as net/wall or striking/fielding type activities.	Apply a range of skills and tactics in a range of other games such as net/wall or striking/fielding type activities.		Collaborate as a team and develop defending skills through modified versions of 5V3 or 5V4 invasion games. Apply a range of skills and tactics in a range of other games such as net/wall or striking/fielding type activities.	Can explain some of the main principles when preparing to exercise.	Collaborate as a team and develop defending skills through modified versions of 5V3 or 5V4 invasion games.					Collaborate as a team and develop defending skills through modified versions of 5V3 or 5V4 invasion games.
Application of skills - linking actions and sequencing movement				Create and perform longer sequences of actions (6-8) with a partner in a range of activities such as gymnastic activities.		Create and perform longer sequences of actions (6-8) with a partner in a range of activities such as gymnastic activities.			Create and perform longer sequences of actions (6-8) with a partner in a range of activities such as gymnastic activities. Compose motifs and plan dances creatively and collaboratively in groups.		Create and perform longer sequences of actions (6-8) with a partner in a range of activities such as gymnastic activities. Compose motifs and plan dances creatively and collaboratively in groups.	
Evaluation and Communication												
Knowledge and Understanding of health and Fitness				Can explain some of the main principles when preparing to exercise.		Can explain why it is important to warm up and cool down.	Can choose appropriate warm up and cool down exercises.	Can choose appropriate warm up and cool down exercises.		Can choose appropriate warm up and cool down exercises.		

Year 6	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Tennis	Netball	Hockey	Gymnastics (Matching & Mirroring)	Dance (Skill development)	Basketball	Dance (Topic related)	Gymnastics (Counter balance/ counter tension)	Cricket	Athletics	Outdoor & Adventure	Rounders
Developing skills	Continue to develop sport specific skills, applying them with control and precision.	Continue to develop sport specific skills, applying them with control and precision.	Continue to develop sport specific skills, applying them with control and precision.	Continue to develop sport specific skills, applying them with control and precision.	Perform dances fluently and with control and can perform to an accompaniment expressively and sensitively. Perform dances fluently and with control and can perform to an accompaniment expressively and sensitively.	Continue to develop sport specific skills, applying them with control and precision.	Continue to develop sport specific skills, applying them with control and precision. Perform dances fluently and with control and can perform to an accompaniment expressively and sensitively.	Continue to develop sport specific skills, applying them with control and precision.	Continue to develop sport specific skills, applying them with control and precision.	Continue to develop sport specific skills, applying them with control and precision.	Continue to develop sport specific skills, applying them with control and precision.	Continue to develop sport specific skills, applying them with control and precision.
Examples of skills	Catch a small ball.	Chest bounce, shoulder, swing pass, and catch a small ball.	Dribbling a ball.					Counter balance and counter tension with a group.	Bowl underarm / overarm. Strike a ball (rounders/cricket)			Bowl underarm / overarm. Strike a ball (rounders/cricket).
Application of Skills attacking and defending strategies	Apply a range of skills and tactics in a range of other games such as net/wall or striking/fielding type activities.	Apply a range of skills and tactics in a range of other games such as net/wall or striking/fielding type activities. Collaborate as a team and apply attacking and defending skills through modified versions of 4V4 or 5V5 invasion games.	Collaborate as a team and apply attacking and defending skills through modified versions of 4V4 or 5V5 invasion games. Collaborate as a team and apply attacking and defending skills through modified versions of 4V4 or 5V5 invasion games.			Apply a range of skills and tactics in a range of other games such as net/wall or striking/fielding type activities. Collaborate as a team and apply attacking and defending skills through modified versions of 4V4 or 5V5 invasion games.			Apply a range of skills and tactics in a range of other games such as net/wall or striking/fielding type activities.			Apply a range of skills and tactics in a range of other games such as net/wall or striking/fielding type activities.

Year 6	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Tennis	Netball	Hockey	Gymnastics (Matching & Mirroring)	Dance (Skill development)	Basketball	Dance (Topic related)	Gymnastics (Counter balance/ counter tension)	Cricket	Athletics	Outdoor & Adventure	Rounders
Application of skills – linking actions and sequencing movement				Create and perform longer sequences of actions (8-10) with a partner that show an awareness of their audience in a range of activities such as gymnastic activities.	Create and perform longer sequences of actions (8-10) with a partner that show an awareness of their audience in a range of activities such as gymnastic activities.		Create and perform longer sequences of actions (8-10) with a partner that show an awareness of their audience in a range of activities such as gymnastic activities.	Create and perform longer sequences of actions (8-10) with a partner that show an awareness of their audience in a range of activities such as gymnastic activities.			Follow a simple route on an OS map and keep it set and identify different features and successfully complete a timed orienteering course (competition).	
Evaluation & Communication	Watch performances and games and use criteria to make judgements and suggest improvements.	Watch performances and games and use criteria to make judgements and suggest improvements.	Watch performances and games and use criteria to make judgements and suggest improvements.	Identify aspects of their own and others' performances that need improvement and suggest how to improve them, i.e. which aspects were performed consistently, accurately, fluently and clearly. Watch performances and games and use criteria to make judgements and suggest improvements.	Identify aspects of their own and others' performances that need improvement and suggest how to improve them, i.e. which aspects were performed consistently, accurately, fluently and clearly. Watch performances and games and use criteria to make judgements and suggest improvements.	Watch performances and games and use criteria to make judgements and suggest improvements.	Identify aspects of their own and others' performances that need improvement and suggest how to improve them, i.e. which aspects were performed consistently, accurately, fluently and clearly.	Identify aspects of their own and others' performances that need improvement and suggest how to improve them, i.e. which aspects were performed consistently, accurately, fluently and clearly.	Watch performances and games and use criteria to make judgements and suggest improvements.	Identify aspects of their own and others' performances that need improvement and suggest how to improve them, i.e. which aspects were performed consistently, accurately, fluently and clearly.	Watch performances and games and use criteria to make judgements and suggest improvements.	Watch performances and games and use criteria to make judgements and suggest improvements.

Year 6	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Tennis	Netball	Hockey	Gymnastics (Matching & Mirroring)	Dance (Skill development)	Basketball	Dance (Topic related)	Gymnastics (Counter balance/ counter tension)	Cricket	Athletics	Outdoor & Adventure	Rounders
Knowledge and Understanding of health and Fitness	Can confidently explain why we need regular and safe exercise and understand the effect on the body when this doesn't happen.	Can confidently explain why we need regular and safe exercise and understand the effect on the body when this doesn't happen.	Can explain how their body reacts to different kinds of exercise.			Can explain how their body reacts to different kinds of exercise.			Can confidently explain why we need regular and safe exercise and understand the effect on the body when this doesn't happen.	Can explain how their body reacts to different kinds of exercise.	Can confidently explain why we need regular and safe exercise and understand the effect on the body when this doesn't happen.	Can confidently explain why we need regular and safe exercise and understand the effect on the body when this doesn't happen.