



Holy Family Catholic Primary School

Physical Education Long Term Plan 2026-2027

What do we want for our pupils?

Intent

PE at Holy Family aims to develop the knowledge, skills and capabilities necessary for mental, emotional, social and physical wellbeing in our children now and their future. Physical fitness is a key part of leading a healthier lifestyle and our bespoke curriculum ensures every child has the opportunity to have an outstanding experience in PE. Our curriculum teaches self-discipline and that to be successful in life you must work hard, show resilience and have the determination to believe that anything can be achieved. We want to teach children how to independently cooperate and collaborate with others, as part of a team and as a leader, understanding fairness and competitiveness of play to embed life-long values. We ensure children reflect on their own, and others', performance and use clear communication within PE lessons. Children are taught the importance exercise has on their physical and mental health which motivates them to exercise beyond their Primary years.

Implementation

Pupils at Holy Family participate in two hour-long, weekly, high quality PE lessons. Our PE programme incorporates a variety of activities to ensure all children develop the confidence, tolerance and the appreciation of their own and others' strengths and weaknesses over a range of sports. We provide opportunities for all children to engage in extra-curricular activities after school, in addition to competitive sporting events. Our year 4 children attend swimming lessons; children who do not meet the Curriculum targets for swimming in Year 4, repeat swimming in Year 5 through the Sports Premium funding. At Holy Family, we have purchased a scheme of help that helps teachers deliver a purposeful curriculum. GetSet4PE gives teachers the knowledge and skills needed to ensure children engage, enjoy and progress in PE. Our lessons always have a warm up, skill practice, application to a game situation and then cool down. Children know the benefits of warming up, cooling down and the benefits exercise has on our physical and mental health. We are lucky enough to have Xcite Sports (outside agency) work with each class for a full term – teachers use this opportunity for CPD purposes as well as Active Fusion (outside agency) and Scotties Heroes who lead after school clubs for our children. These clubs change each half term ensuring ALL children have the opportunity to take part.

What is our goal?

Impact

Our curriculum aims to improve the wellbeing and fitness of all children at Holy Family, not only through the sporting skills taught, but through the underpinning values and disciplines PE promotes. Within our lessons, children are taught about self-discipline and that to be successful you need to take ownership and responsibility of their own health and fitness. Our impact is therefore to motivate children to utilise these underpinning skills in an independent and effective way in order to live happy and healthy lives. In addition to this, our school promotes competitive sport and, via attended inter-school competitions on a regular basis, will give all children the opportunity to play sport competitively which will increase participation outside of school.

National Curriculum:

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

The National Curriculum for Physical Education aims to ensure that all pupils: ♣ develop competence to excel in a broad range of physical activities ♣ are physically active for sustained periods of time ♣ engage in competitive sports and activities ♣ lead healthy, active lives.

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.

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.

Assessment in P.E

Teachers use formative assessment throughout the year based on observations in lessons. Formative assessment then informs summative assessments at 3 points during the year. This is recorded on Sonar tracker and reported to parents and PE lead.

Year Groups	Autumn	Spring	Summer
FS1	Introduction to PE: Unit 1 Fundamentals: Unit 1	Dance: Unit 1 Gymnastics: Unit 1	Ball skills: Unit 1 Games: Unit 1
FS2	Introduction to PE: Unit 2 Fundamentals: Unit 2	Dance: Unit 2 Gymnastics: Unit 2	Ball skills: Unit 2 Games: Unit 2
Year 1	Autumn 1 Fundamentals Ball skills Autumn 2 Sending and receiving Dance	Spring 1 Fitness Gymnastics Spring 2 Invasion games Target games	Summer 1 Striking and fielding games Yoga Summer 2 Athletics Net and wall games
Year 2	Autumn 1 Fundamentals Ball skills Autumn 2 Sending and receiving Dance	Spring 1 Fitness Gymnastics Spring 2 Invasion games Target games	Summer 1 Striking and fielding games Team Building Summer 2 Athletics Net and wall games
Year 3	Autumn 1 Fundamentals Ball skills Autumn 2 Dance Parkour	Spring 1 Fitness Gymnastics Spring 2 Dodgeball Football	Summer 1 Cricket Netball Summer 2 Athletics Tennis
Year 4	Autumn 1 Basketball Tennis Autumn 2 Handball Parkour	Spring 1 Fitness Gymnastics Spring 2 Dodgeball Football	Summer 1 Rounders Swimming Summer 2 Athletics Swimming

Year 5	Autumn 1 Volleyball Football Autumn 2 Dance Basketball	Spring 1 Fitness Gymnastics Spring 2 Dodgeball Parkour	Summer 1 OAA Netball Summer 2 Athletics Cricket
Year 6	Autumn 1 Football Handball Autumn 2 Dance Basketball	Spring 1 Fitness Hockey Spring 2 Parkour Dodgeball	Summer 1 Badminton Rounders Summer 2 Athletics Rugby

FS1

Autumn Term:

Introduction to PE
Fundamentals

Spring Term

Dance
Gymnastics

Summer Term

Ball skills
Games

Autumn 1: Introduction to PE	Autumn 2: Fundamentals	Spring 1: Dance	Spring 2: Gymnastics	Summer 1: Balls skills	Summer 2: Games
Knowledge: I am beginning to demonstrate balance. I am beginning to negotiate space safely.	Knowledge: I am beginning to negotiate space safely. I am beginning to take turns with others.	Knowledge: I am beginning to negotiate space safely. I am beginning to use and remember sequences and patterns of movements	Knowledge: I am beginning to negotiate space safely. I am beginning to take turns.	Knowledge: I am beginning to explore a range of ball skills. I am beginning to negotiate space safely.	Knowledge: I am beginning to explore a range of ball skills. 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 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.	which are related to music and rhythm. I am building my confidence to try new challenges and perform in front of others. I can explore movement skills. I follow instructions with support. I show respect towards others	I am building my confidence to try new challenges. I can explore movement skills. I can match skills to tasks and apparatus. I can use a range of large and small apparatus with an awareness of safety. I follow instructions with support	I am beginning to take turns with others. I can make guided choices. I persevere with support when trying new challenges. I play ball games guided by the rules with support.	I am beginning to take turns with others. I am beginning to understand how I feel in different situations. I can explore movement skills. I follow instructions with support. I play games honestly guided by the rules with support.
Vocabulary: Avoid freeze space backwards forwards safe stop sideways partner	Vocabulary: Balance jump bend land space direction run stop hop safe travel	Vocabulary: Move action direction shake bend high space count low twist	Vocabulary: Balance bend copy hold jump land rock roll shape squeeze star still straight	Vocabulary: Bounce points score catch roll space dribble run target hit safely throw kick	Vocabulary: Catch caught jog rules run safe safely score space stop team throw turn

FS2

Autumn Term:

Introduction to PE
Fundamentals

Spring Term

Dance
Gymnastics

Summer Term

Ball skills
Games

Autumn 1: Introduction to PE	Autumn 2: Fundamentals	Spring 1: Dance	Spring 2: Gymnastics	Summer 1: Balls skills	Summer 2: Games
Knowledge: I can make independent choices. I can negotiate space safely with consideration for myself and others.	Knowledge: I am confident to try new challenges, deciding on the skills I use to complete the task.	Knowledge: I am confident to try new challenges and perform in front of others. I can combine movements, selecting	Knowledge: I am confident to try new challenges. I can combine movements, selecting	Knowledge: I can negotiate space safely with consideration for myself and others.	Knowledge: I can negotiate space safely with consideration for myself and others.

I follow instructions involving several ideas or actions. I play co-operatively and take turns with others. I understand the rules and can explain why it is important to follow them. I use movement skills with developing balance and co-ordination.	I can negotiate space safely with consideration for myself and others. I follow instructions involving several ideas or actions. I play co-operatively, take turns and congratulate others. I play games honestly with consideration of the rules. I show an understanding of my feelings and can regulate my behaviour. I use movement skills with developing balance and co-ordination.	actions in response to the task. I can negotiate space safely with consideration for myself and others. I follow instructions involving several ideas or actions. I show respect towards others when providing feedback. I use movement skills with developing strength, balance and co-ordination showing increasing control and grace.	actions in response to the task and apparatus. I can confidently and safely use a range of large and small apparatus. I can negotiate space safely with consideration for myself and others. I follow instructions involving several ideas or actions. I use movement skills with developing strength, balance and co-ordination showing increasing control and grace. I work co-operatively with others and take turns	I follow instructions involving several ideas or actions. I persevere when trying new challenges. I play ball games with consideration of the rules. I play co-operatively and take turns with others. I use ball skills with developing competence and accuracy	I follow instructions involving several ideas or actions. I play co-operatively, take turns and encourage others. I play games honestly with consideration of the rules. I show an understanding of my feelings and can regulate my behaviour. I use ball skills with developing competence and accuracy. I use movement skills with developing balance and co-ordination
Vocabulary: Catch path score direction rules space partner safely stop	Vocabulary: Balance bend crawl fast hop jump land rules run safely slide slow stop	Vocabulary: Quickly actions fast shape beat finish position slowly counts high low start position travel direction	Vocabulary: Around balance hold jump land over rock roll still straight through travel	Vocabulary: Ball partner score catch ready space dribble roll target kick safely throw	Vocabulary: Aim gallop hit hop jump lost partner run safely score stop tag target team win

Year 1

Autumn Term:

Fundamentals
Ball skills

Sending and Receiving
Dance

Spring Term

Fitness
Gymnastics

Invasion Games
Target Games

Summer Term

Striking and fielding games
Yoga

Athletics
Net and wall games

Autumn 1: Fundamentals and Ball Skills

Fundamentals Knowledge:

I can change direction when moving at speed
I can recognise changes in my body when I do exercise
I can run at different speeds
I can select my own actions in response to a task
I can show hopping and jumping movements
I can work co-operatively with others to complete tasks
I show balance and co-ordination when static and moving at a slow speed

Vocabulary:

Bend, direction, dodge, fast, hop, jog, jump, land,

Ball skills Knowledge:

I am beginning to catch with two hands
I am beginning to dribble a ball with my hands and feet
I am beginning to understand simple tactics
I can roll and throw with some accuracy towards a target
I can say when someone was successful
I can track a ball that is coming towards me
I can work co-operatively with a partner

Vocabulary:

Catch, control, dribble, ready position, roll, safely,

Autumn 2: Sending and Receiving and Dance

Sending and Receiving Knowledge

I am beginning to send and receive a ball with my feet
I can catch a ball with some success
I can recognise changes in my body when I do exercise
I can roll a ball towards a target
I can throw a ball to a partner
I can track a ball that is coming towards me
I can work co-operatively with a partner

Vocabulary:

Catch, defender, distance, far, overarm, partner, pass, ready position,

Dance Knowledge

I am beginning to use counts
I can copy, remember and repeat actions
I can move confidently and safely
I can use different parts of the body in isolation and together
I can work with others to share ideas and select actions
I choose appropriate movements for different dance ideas
I say what I liked about someone else's performance
I show some sense of dynamic and expressive qualities in my dance

Vocabulary:

Action, balance, beat, copy, counts, direction, fast, level, pathway, pose,

Spring 1: Fitness and Gymnastics

Fitness Knowledge

I can recognise changes in my body when I do exercise
I can share my ideas with other people in the class
I can talk about what exercise does to my body
I recognise how exercise makes me feel
I try my best in the challenges I am set
I understand why it is important to warm up

Vocabulary:

Active, bones, brain, breathing, calm, exercise, fast, healthy, heart,

Gymnastics Knowledge

I am confident to perform in front of others
I can link simple actions together to create a sequence
I can make my body tense, relaxed, stretched and curled
I can recognise changes in my body when I do exercise
I can remember and repeat actions and shapes
I can say what I liked about someone else's performance
I can use apparatus safely and wait for my turn

Vocabulary:

Action, balance, control, direction, jump, level, point, roll, shape, speed,

ready position, skip, challenge, swing	score, space, soft, swing, target, track, underarm	score, send, throw, underarm	quickly, slow, slowly, timing	memory, mood, muscles, quick, safe, strong	squeeze, star, straight, travel
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Spring 2: Invasion Games and Target Games		Summer 1: Striking and Fielding Games and Yoga		Summer 2: Athletics and Net and Wall Games	
Invasion Games Knowledge I am beginning to dribble a ball with my hands and feet I can change direction to move away from a defender I can recognise space when playing games I can send and receive ball with hands and feet I can use simple rules to play fairly I move to stay with another player when defending I recognise changes in my body when I do exercise I understand when I am a defender and when I am an attacker	Target Games Knowledge I can recognise changes in my body when I do exercise I can use an overarm throw aiming towards a target I can throw with some accuracy over increasing distances I can use an underarm throw aiming towards a target I can work co-operatively with a partner I understand what good techniques looks like	Striking and field Games Knowledge I can catch a beanbag and a medium-sized ball I can hit a ball using my hand I can roll a ball towards a target I can track a ball that is coming towards me I know how to score points I understand the rules and I am beginning to use these to play honestly and fairly I understand when I am successful	Yoga Knowledge I can recognise how yoga makes me both feel physically and mentally I can remember and repeat actions, linking poses together I can say what I liked about someone else's flow I can show an awareness of space when travelling I can work with others to create poses	Athletics Knowledge I am able to throw towards a target I am beginning to show balance and co-ordination when changing direction I am developing overarm throwing I can recognise changes in my body when I do exercise I can run at different speeds I can work with others and make safe choices I try my best I understand the difference between a jump, a leap and a hop and can choose which allows me to jump the furthest	Net and wall games knowledge I can hit a ball using a racket I can throw a ball to land over the net and into the court area I can track balls and other equipment sent to me I can use a ready position to move to the ball I know how to score points I recognise changes in my body when I do exercise I show honestly and fair play when playing against an opponent
Vocabulary: Attacker, defender, dodge, goal, marking, points, score, space	Vocabulary: Balance, distance, further, overarm, point, score, swing, throw, underarm	Vocabulary: Batter, batting, bowl, bowler, fielder, fielding, hit, out, ready positions, track, underarm, overarm	Vocabulary: Balance, breath, copy, feel, focus, listen, pose, slowly, stretch	Vocabulary: Balance, bend, control, direction, further, hop, jog, jump, overarm, quickly, leap, safely, target, time, underarm, walk	Vocabulary: Net, ready position, partner, point, racket, score, track, underarm

Year 2

Autumn Term:

Fundamentals
Ball skills

Sending and receiving
Dance

Spring Term

Fitness
Gymnastics

Invasion Games
Target Games

Summer Term

Striking and fielding games
Team Building

Athletics
Net and wall games

Autumn 1: Fundamentals and Ball Skills

Autumn 2: Sending and Receiving and Dance

Spring 1: Fitness and Gymnastics

Fundamentals Knowledge:

I am beginning to provide feedback using key words
I am beginning to turn and jump in an individual skipping rope
I can describe how my body feels during exercise

Ball skills Knowledge:

I am beginning to provide feedback using key words
I am beginning to understand and use simple tactics
I can dribble a ball with my hands and feet with some control

Sending and Receiving Knowledge

I am beginning to trap and cushion a ball that is coming towards me
I am beginning to provide feedback using key words
I can accurately throw and kick a ball to a partner

Dance Knowledge

I am beginning to provide feedback using key words
I can copy, remember, repeat, and create dance phrases
I can describe how my body feels during exercise

Fitness Knowledge

I can describe how my body feels during exercise
I can show hopping and jumping movements with some balance and control
I persevere with new challenges

Gymnastics Knowledge

I am beginning to provide feedback using key words
I am proud of my work and confident to perform in front of others
I can perform the basic gymnastic actions with some control and balance

I can show balance when changing direction I can show hopping, skipping and jumping movements with some balance and control I can work co-operatively with a partner and a small group I show balance and co-ordination when running at different speeds	I can roll and throw a ball to hit a target I can send and receive a ball using both kicking and throwing and catching skills I can track a ball and collect it I can work co-operatively with a partner and a small group	I can catch a ball passed to me, with and without a bounce I can roll a ball to hit a target I can track a ball and stop it using my hands and feet I can work co-operatively with a partner and a small group I can work safely to send a ball towards a partner using a piece of equipment	I can show character and idea through actions and dynamics I choose I can use counts to stay in time with the music I can work with a partner using mirroring and unison in our actions I show confidence to perform	I show determination to continue working over a longer period of time I understand that running at a slower speed will allow me to run for a longer period of time I work with others to turn a rope and encourage other to jump at the right time	I can plan and repeat simple sequences of actions I can use directions and levels to make my work look interesting I can use shapes when performing other skills I can work safely with others and apparatus
Vocabulary: Balance, dodge, hop, hurdle, jump, land, run, skip, speed, sprint, swing, take off, weight	Vocabulary: Bounce, kick, roll, collect, control, dribble, prepare, receive, release, target, touch, underarm	Vocabulary: Catch, distance, kick, ready position, receive, roll, send, target, throw, track	Vocabulary: Action, counts, create, direction, dynamics, expression, level, matching, mirroring, pathway, perform, speed, timing, unison	Vocabulary: Bend, breath, exercise, jog, jump, land, speed, sprint, steady, strong, time, tired	Vocabulary: Balance, direction, level, link, pathway, pike, roll, sequence, shape, speed, star, straddle, tuck

Spring 2: Invasion Games and Target Games		Summer 1: Striking and Fielding Games and Team Building		Summer 2: Athletics and Net and Wall Games	
Invasion Games Knowledge I can describe how my body feels during exercise I can dodge and find space away from the other team I can move with a ball towards goal I can sometimes dribble a ball with my hands and feet I can stay with another player to try and win the ball I know how to score points and can remember the score I know who is on my team and I can attempt to send the ball to them	Target Games Knowledge I am able to select the appropriate skill for the situation I can throw, roll or strike a ball to a target with some success I can work co-operatively with a partner and a small group I understand the principles of a target game and can use different scoring systems when playing games I understand what good technique looks like and can use key words in the feedback I provide	Striking and field Games Knowledge I am beginning to provide feedback using key words I am developing underarm and overarm throwing skills I can hit a ball using equipment with some consistency I can track a ball and collect it I can use simple tactics I know how to score points and can remember the score I understand the rules of the game and can use these to play fairly in a small group	Team Building Knowledge I can follow instructions carefully I can say when I was successful at solving challenges I can share my ideas and help to solve tasks I can work co-operatively with a partner and a small group I show honesty and can play fairly I understand how to use, follow and create a simple diagram/map	Athletics Knowledge I can describe how my body feels during exercise I can identify good technique I can jump and land with control I can use an overarm throw to help me throw for distance I can work with others, taking turns and sharing ideas I show balance and co-ordination when running at different speeds I try my best	Net and wall games knowledge I can defend space on my court using the ready position I can describe how my body feels during exercise I can hit a ball over a net and into a court area I can throw accurately to a partner I can use simple tactics to make it difficult for an opponent I know how to score points and can remember the score I show good sportsmanship when playing against an opponent
Vocabulary: Attack, defend, defender, goalkeeper, mark, opponent, possession, receive, send, score, shoot, twactic, teammate	Vocabulary: Accurate, ahead, aim, opponent, overarm, release, strike, target, teammate	Vocabulary: Backstop, batter, batting, bowler, collect, fielder, fielding, hit, out, rules, runs, stump, tactics, teammate, track	Vocabulary: Communicate, include, instructions, map, plan, solve, successful, support	Vocabulary: Aim, distance, far, fast, height, jog, jump, landing, overarm, spring, take off, target, throw	Vocabulary: Against, defend, partner, point, quickly, ready position, receive, return, trap

Year 3

Autumn Term:

Fundamentals
Ball skills

Dance
Parkour

Spring Term

Fitness
Gymnastics

Dodgeball
Football

Summer Term

Cricket
Netball

Athletics
Tennis

Autumn 1: Fundamentals and Ball Skills

Fundamentals knowledge

I am able to jump and turn a skipping rope
I can change direction quickly
I can identify when I was successful
I can link hopping and jumping actions
I demonstrate balance when performing other fundamental skills
I understand how the body moves differently at different speeds

Ball Skills knowledge

I can catch different sized objects with increasing consistency with two hands
I can dribble a ball with control
I can persevere when learning a new skill
I can provide feedback using key words
I can show a variety of throwing techniques
I can throw with accuracy and increasing consistency to a target

Autumn 2: Dance and Parkour

Dance knowledge

I am respectful of others when watching them perform
I can provide feedback using key words
I can repeat, remember and perform a dance phrase
I can use counts to keep in time with a partner and group
I can use dynamic and expressive qualities in relation to an idea

Parkour knowledge

I can create and perform a simple parkour routine using movements that connect well and show control
I can demonstrate basic balance movements
I can explore and share different ways of moving through space using my body
I can land safely and with control, using good technique

Spring 1: Fitness and Gymnastics

Fitness knowledge

I can go slower or stop then go again when I get tired
I can lean forward to speed up
I can persevere when I find a challenge hard
I can take small steps to change direction
I can work safely with others
I demonstrate balance when performing other fundamental skills

Gymnastics knowledge

I can adapt sequences to suit different types of apparatus
I can choose actions that flow well into one another
I can complete actions with increasing balance and control
I can provide feedback using key words
I can use matching and contrasting actions in a partner sequence
I use a greater number of my own ideas for

I understand why it is important to warm up	I can track the path of a ball that is not sent directly to me	I can work with a partner and in a small group, sharing ideas I create short dance phrases that communicate the idea	I can use both my hands and feet to move over and around obstacles safely I can use my feet to push off a surface to change direction	I understand that there are different areas of fitness	movements in response to a task With help, I can recognise how performances could be improved
Vocabulary: Agility, balance, co-ordination, control, rhythm, take off, technique	Vocabulary: Accurate, block, opponent, personal best, possession, power, receive, technique, track	Vocabulary: Action, canon, create, dynamics, explore, expression, extend, feedback, formation, interact, pathway, perform, pose, timing, unison	Vocabulary: Control, balance, landing position, obstacle, take off, vault, securely, pattern	Vocabulary: Agility, balance, co-ordination, control, muscle, progress, speed, stamina, strength, technique	Vocabulary: Body tension, contrast, control, direction, extend, flow, landing position, match, matching, patch, point, take off

Spring 2: Dodgeball and Football		Summer 1: Cricket and Netball		Summer 2: Athletics and Tennis	
Dodgeball knowledge I am learning the rules of the game and I am beginning to use them to play fairly I can provide feedback using key words I can throw with some accuracy and I am beginning to catch with some consistency I understand the aim of the game I work co-operatively with my group to self-manage games	Football knowledge I am beginning to use simple tactics I am learning the rules of the game and I am beginning to use them to play honestly and fairly I can dribble, pass, receive and shoot the ball with some control I can find space away from others and near to my goal I can 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	Cricket knowledge I am able to bowl a ball towards a target I am beginning to strike a bowled ball after a bounce I am developing an understanding of tactics and I am beginning to use them in game situations I am learning the rules of the game and I am beginning to use them honestly I can persevere when learning a new skill I can provide feedback using key words I can use overarm and underarm throwing and catching skills	Netball knowledge I am beginning to use simple tactics I am learning the rules of the game and am beginning to use them honestly I can communicate with my team and move into space to support them I can defend an opponent and try to win the ball I can pass, receive and shoot the ball with some control I can provide feedback using key words I understand my role as an attacker and as a defender	Athletics knowledge I am developing jumping for distance I can identify when I was successful I can take part in a relay activity, remembering when to run and what to do I can throw a variety of objects, changing my action for accuracy and distance I can use different take off and landings when jumping I can use key points to help me to improve my sprinting technique	Tennis knowledge I am learning the rules of the game and I am beginning to use them to play fairly I can provide feedback using key words 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

	I work co-operatively with my group to self-manage games	I work co-operatively with my group to self-manage games	I work cooperatively with my group to self-manage games	I can work with a partner and in a small group, sharing ideas I show determination to achieve my personal best	
Vocabulary: Agility, caught out, communicate, hit out, opposition, power, tactic, teammate, technique, tournament	Vocabulary: Accurate, attack, communicate, control, delay, defend, intercept, invasion, pitch, possession, shoot, referee, tactics, teamwork, tournament, track	Vocabulary: Accuracy, caught out, no ball, runs, strike, tactics, technique, tournament, track, umpire, wicket	Vocabulary: Attack, control, court, defend, intercept, invasion, opposition, possession, receive, technique, teammate, tournament, umpire	Vocabulary: Accuracy, baton, control, event, personal best, power, relay, speed, strength, technique	Vocabulary: Backhand, competition, control, court, face, feeder, forehand, opponent, opposition, rally, react, return, tactics, track

Year 4

Autumn Term:

Basketball
Tennis

Handball
Parkour

Spring Term

Fitness
Gymnastics

Dodgeball
Football

Summer Term

Rounders
Swimming

Swimming
Athletics

Autumn 1: Basketball and Tennis

Basketball knowledge

I can delay an opponent and help to prevent the other team from scoring
I can dribble, pass, receive and shoot the ball with increasing control
I can move to space to help my team to keep possession and score goals
I can provide feedback using key terminology and understand what I need to do to improve
I can use simple tactics to help my team score or gain possession
I share ideas and work with others to manage our games
I understand the rules of the game and I can use them often and honestly

Tennis knowledge

I can communicate with my teammates to apply simple tactics
I can explain what happens to my body when I exercise and how this helps to make me healthy
I can provide feedback using key terminology and understand what I need to do to improve
I can return to the ready position to defend my own court
I can sometimes play a continuous game
I can use a range of basic racket skills
I share ideas and work with others to manage our games
I understand the rules of the game and I can use them often and honestly

Vocabulary:

Acceleration, accurate, decision, delay, deny, gain, option, possession, pressure, protect, receiver, referee, supporting, teamwork, tournament

Autumn 2: Handball and Parkour

Handball knowledge

I can self-manage a game with my teammates and officiate a match by applying the basic rules
I can delay an opponent and help to prevent the other team from scoring
I can move to space to help m team to keep possession and score goals
I can provide feedback using key terminology and understand what I need to do to improve
I can throw, catch and shoot with increasing control
I can use simple tactics to help my team gain possession
I understand the rules of the game and I can use them often and honestly

Vocabulary:

Accelerate, accuracy, decision, delay, deny, gain, invasion, intercept, momentum, opposing, option, referee,

Parkour knowledge

I can create and remember a simple parkour routine that includes controlled transitions
I can explore and choose different ways to move through space safely and with fluency
I can link movements together smoothly by using fluid transitions
I can twist and turn my body in the air to help me land in different directions
I can use my upper body strength to support myself when moving over obstacles
I can use precision jumping and landing to be in control

Vocabulary:

Adapt, transitions, fluidity, decide, precision, quadrupedal, rotation, flair, flow, stability, momentum

Spring 1: Fitness and Gymnastics

Fitness knowledge

I can collect and record my scores and identify areas I need to improve
I can use key points to help me to improve my sprinting technique
I share ideas and work with others to manage activities
I show balance when changing direction at speed
I show control when completing activities to improve balance
I show determination to continue working over a period of time
I understand there are different areas of fitness and that each area challenges my body differently

Vocabulary:

Accelerate, agility, balance, co-ordination, control, decelerate, direction, dynamic, muscle, progress, react, record, speed, stamina, static, strength, technique

Gymnastics knowledge

I can explain what happens to my body when I exercise and how this helps to make me feel 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 improvements to others' performances and my own
I understand how body tension can improve the control and quality of my movements

Vocabulary:

Body tension, bridge, contrast, extend, flow, fluidity, inverted, landing position, match, momentum, perform, rotation, sequence,

		supporting, timing, tournament			shoulder stand, stability, wrist-grip
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Spring 2: Dodgeball and Football		Summer 1: Rounders and Swimming		Summer 2: Swimming and Athletics	
Dodgeball knowledge I can catch with increasing consistency I can communicate with my teammates to apply simple tactics I can provide feedback using key terminology and understand what I need to do to improve I can return to the ready position to defend myself I can throw with some accuracy at a target I share ideas and work with others to manage our games I understand the rules of the games and I can use them often and honestly	Football knowledge I can delay an opponent and help to prevent the other team from scoring I can dribble, pass, receive and shoot the ball with increasing control I can move to space to help my team to keep possession and score goals I can provide feedback using key terminology and understand what I need to do to improve I can use simple tactics to help my team score or gain possession I share ideas and work with others to manage our games I understand the rules of the game and I can use them often and honestly	Rounders knowledge I am able to bowl a ball with some accuracy and consistency I am learning the rules of the game and I am beginning to use them to play honestly and fairly I can communicate with my teammates to apply simple tactics I can explain what happens to my body when I exercise and how this helps to make me healthy I can provide feedback using key terminology and understand what I need to do to improve I can strike a bowled ball with adapted equipment I can use overarm and underarm throwing and catching skills with increased accuracy I share ideas and work with others to manage our game	Swimming knowledge I can use a range of strokes effectively I can perform safe self-rescue in different water-based situations I can swim competently, confidently and proficiently over a distance of at least 25 metres	Swimming knowledge I can use a range of strokes effectively I can perform safe self-rescue in different water-based situations I can swim competently, confidently and proficiently over a distance of at least 25 metres	Athletics knowledge I can demonstrate the difference in sprinting and jogging techniques I can explain what happens in my body when I warm up I can identify when I was successful and what I need to do to improve I can jump for distance with balance and control I can throw with some accuracy and power to a target area I show determination to improve my personal best I support and encourage others to work to their best

Vocabulary: Accuracy, agility, avoid, caught out, communicate, cushion, decide, decision, hit out, opposition, release, tactic, tournament	Vocabulary: Accelerate, communicate, control, cushion, decision, delay, deny, invasion, opposition, option, pitch, possession, referee, tournament, track	Vocabulary: Accuracy, batter, compete, cushion, decision, limit, no ball, pressure, retrieve, short barrier, strike, stumped out, tactics, technique, tournament, umpire, two-handed pickup	Vocabulary: Alternate, backstroke, breaststroke, breathing, buoyancy, crawl, floating, front crawl, glide, HELP position, handstand, huddle, rotation, sculling, sidestroke, sinking, stroke, submerge, surface, surface dive, tactics, technique, treading water, water safety	Vocabulary: Alternate, backstroke, breaststroke, breathing, buoyancy, crawl, floating, front crawl, glide, HELP position, handstand, huddle, rotation, sculling, sidestroke, sinking, stroke, submerge, surface, surface dive, tactics, technique, treading water, water safety	Vocabulary: Accuracy. Distance, heave, launch, measure, official, officiate, pace, power, record, speed, stamina, stride, technique, transfer of weight
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Year 5

Autumn Term:

Volleyball
Football

Dance
Basketball

Spring Term

Fitness
Gymnastics

Parkour
Dodgeball

Summer Term

OAA
Netball

Athletics
Cricket

Autumn 1: Volleyball and Football		Autumn 2: Dance and Basketball		Spring 1: Fitness and Gymnastics	
Volleyball knowledge I am developing a wider range of skills and I am beginning to use these under some pressure I can identify when I was successful and what I need to do to improve I can use feedback provided to improve my work I can use the rules to referee a game I can work co-operatively with others to manage our games 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 needed for different situations and I am beginning to use these	Football knowledge I can communicate with my team and move into space to keep possession and score I can dribble, pass, receive and shoot the ball with some control under pressure I can identify when I was successful and what I need to do to improve I can often make the correct decision of who to pass to and when I can use tracking and intercepting when playing defence I understand the need for tactics and can identify when to use them in different situations I understand the rules of the game and can use them most of the time to play honestly and fairly I understand there are different skills for different situation and I am beginning to apply this	Dance knowledge I can accurately copy and repeat set choreography I can choreograph phrases individually and with others considering actions and dynamics I can confidently perform different styles of dance, clearly and fluently, showing a good sense of timing I can lead a group through short warm-up routines I can refine the way I use actions, dynamics, relationships and space in my dance in response to a stimulus I can suggest how to improve my own and others' work using key terminology I can use counts when choreographing to stay in time with others and the music I can use feedback provided to improve my own work	Basketball knowledge I can communicate with my team and move into space to keep possession and score I can dribble, pass, receive and shoot the ball with some control under pressure I can identify when I was successful and what I need to do to improve I can use tracking and intercepting when playing in defence I understand the need for tactics and can identify when to use them in different situations I understand the rules of the game and can apply them honestly most of the times I understand there are different skills needed for different situations and I am beginning to apply this	Fitness knowledge I can analyse my performance in relation to the fitness component being used I can work with others to manage activities I demonstrate good balance and control when performing other fundamental skills I show accuracy and power when throwing for distance I understand the different components of fitness and how they help me in other activities I understand what my maximum effort looks and feels like and I am determined to achieve it	Gymnastics knowledge I can create and perform sequences using apparatus, individually and with a partner I can lead a partner through short warm-up routines I can use canon and synchronisation, and matching and mirroring when performing with a partner and a group and show how it affects the performance I can use feedback provided to improve my work I can use set criteria to make simple judgements about performances and suggest ways they could be improved I can use strength and flexibility to improve the quality of performance I can work safely when learning a new skill to keep myself and others safe
Vocabulary: Co-operatively, communicate, cushion, dig, opposition, serve, set, situation, sportsmanship, tactics, volley	Vocabulary: Ball carrier, close down, create, decision, delay, opposition, possession, pressure, situation, sportsmanship, tactics, support, tournament	Vocabulary: Actions, canon, choreograph, collaborate, dynamics, formation, genre, motif, pathway, performance, phrase, posture, quality,	Vocabulary: Ball carrier, close down, communicate, decision, delay, deny, drive, maintain, protect, rebound, receiver, situation, sportsmanship,	Vocabulary: Agility, consistent, drive, dynamic, motivate, persevere, power, react, rhythm, stable, stamina, static, strength,	Vocabulary: Asymmetrical, canon, cartwheel, decide, extension, identify, inverted, matching, mirroring, momentum, observe, pathways,

		relationship, space, structure, timing, transition, unison	tactics, technique, tournament		performance, quality, stable, symmetrical, transition, synchronisation
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Spring 2: Dodgeball and Parkour		Summer 1: OAA and Netball		Summer 2: Athletics and Cricket	
Dodgeball knowledge I am developing a wider range of skills and I am beginning to use these under some pressure I can identify when I was successful and what I need to do to improve I can throw accurately at a target I can work co-operatively with others to manage our game 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 use these	Parkour knowledge I can give supportive feedback to my group, helping build confidence in learning new skills I can land my jumps with precision on the floor and low level wide bases I can move around two or more consecutive obstacles without stopping and keeping a flow to my sequence I can move over an obstacle keeping my body aligned with where I want to go next I can take on different roles such as performer, evaluator, pit crew and designer and identify which roles are my favourite and why I can use my upper body strength to support myself when moving horizontally and vertically	OAA knowledge I am inclusive of others and can share job roles I can navigate around a course using a map I can orientate a map confidently I can reflect on when I was successful at solving challenges and alter my methods in order to improve I can use critical thinking to approach a task I can work effectively with a partner and a small group, sharing ideas and agreeing on a team strategy	Netball knowledge I can communicate with my team and move into space to keep possession and score I can identify when I was successful and what I need to do to improve I can pass, receive and shoot the ball with some control under pressure I can stay with an opponent and I am confident to attempt to intercept I know what position I am playing in and how 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	Athletics knowledge I can choose the best pace for a running event I can identify good athletic performance and explain why it is good I can perform a range of jumps showing some technique I can show control at take-off and landing in jumping activities I can take on the role of the coach, official and timer when working in a group I can use feedback to improve my sprinting technique I persevere to achieve my personal best I show accuracy and power when throwing for distance	Cricket knowledge I am developing a wider range of fielding skills and I am beginning to use these under some pressure I can identify when I was successful and what I need to do to improve I can strike a bowled ball with increasing consistency I can work co-operatively with others to manage our game 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 use this

			situations and I am beginning to apply this		
Vocabulary: Avoid, communication, cushion, fake, officiate, opponent, situation, tactic	Vocabulary: Drive, horizontal, vertical, elevate, observe, consecutive, identify, performance, quality, power, collaboratively	Vocabulary: Cardinal points, compromise, concise, critical thinking, landmark, navigation, negotiate, orientate, solve, strategy, verbal, visual	Vocabulary: Accelerate, angle, create, drive, intercept, maintain, opposition, pressure, receiver, rebound, situation, sportsmanship, stance, support, technique, tournament	Vocabulary: Approach, changeover, consistent, dominant, drive, event, field, force, javelin, momentum, shot put, stamina, stride, technique, track	Vocabulary: Backing up, close catch, compete, decide, deep catch, grip, long barrier, momentum, run out, short barrier, situation, stance, tactic

Year 6

Autumn Term:

Football
Handball

Dance
Basketball

Spring Term

Fitness
Hockey

Parkour
Dodgeball

Summer Term

Badminton
Rounders

Athletics
Rugby

Autumn 1: Football and Handball

Football knowledge

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 of the game consistently to play honestly and fairly
I can work collaboratively to create tactics with my team and evaluate the effectiveness of these
I recognise my own and others strengths and areas for development and can suggest ways to improve

Handball knowledge

I am confident to make decisions when refereeing
I can select the appropriate action for the situation and make this decision quickly
I can use a wider range of skills with increasing control under pressure
I can use feedback provided to improve the quality of my work
I can use the rules of the game consistently to play honestly and fairly
I can work collaboratively to create tactics with my team and evaluate the effectiveness of these
I can work in collaboration with others so that games run smoothly
I recognise my own and others strengths and areas for development and can suggest ways to improve

Autumn 2: Dance and Basketball

Dance knowledge

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, emotions, feelings and characters
I can use appropriate language to evaluate and refine my own and others' work
I can use feedback provided to improve the quality of my work
I can work creatively and imaginatively on my own, with a partner and in a group to choreograph and structure dances

Basketball knowledge

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 the rules of the game honestly and consistently
I can work collaboratively to create tactics with my team and evaluate the effectiveness of these
I can work in collaboration with others so that games run smoothly
I can recognise my own and others strengths and areas for development and can suggest ways to improve
I understand when to use different styles of defence in game situations

Spring 1: Fitness and Hockey

Fitness knowledge

I can change my running technique to adapt to different situations
I can collect, record and analyse scores to identify areas where I have made the most improvement
I can work with others to organise, manage and record information at a station
I encourage and motivate others to work to their best
I understand that there are different areas of fitness and how this helps me in different activities
I understand the different components of fitness and ways to test and develop them
I work to my maximum consistently when presented with challenges

Hockey knowledge

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 of the game consistently to play honestly and fairly
I can work collaboratively to create tactics with my team and evaluate the effectiveness of these
I can work in collaboration with others so that games run smoothly
I recognise my own and others strengths and areas for development and can suggest ways to improve

Vocabulary: Abide, appropriate, assess, close down, consecutive, create, draw, drive, maintain, possession, situation, sportsmanship, tactics, transition, turnover	Vocabulary: Abide, appropriate, communicate, create, cushion, dig, direct, extend, non dominant, placement, recover, serve, set, sportsmanship, tactics, technique, thrust	Vocabulary: Action, aesthetic, choreography, dynamics, express, formation, freeze frame, inspiration, mood, motif, phrase, pose, refine, rehearse, stimulus, structure, style, transition	Vocabulary: Abide, angle, ball carrier, barrier, create, dominant, draw, maintain, rebound, sportsmanship, support, tactics, transition, turnover	Vocabulary: Abdominals, agility, analyse, calves, co-ordination, consistent, drive, engage, measure, motivate, persevere, power, quadriceps, record, rhythm, stable	Vocabulary: Abide, appropriate, barrier, close down, create, cushion, draw, pressure, situation, sportsmanship, stance, support, tactics, transition, turnover
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Spring 2: Parkour and Dodgeball		Summer 1: Badminton and Rounders		Summer 2: Athletics and Rugby	
Parkour knowledge I can apply my skills in different roles and work as part of a team to perform at our best I can demonstrate decision making skills when choosing which movements to perform in a variety of equipment layouts I can land my jumps precisely on less stable bases and use a safety roll to break my landing safely I can move over obstacles by pushing off a surface to gain elevation, change direction and vault I can reflect on my own and others' performances, suggest improvements, and adjust my work accordingly I can show flair in my movements with smooth, fluid transitions	Dodgeball knowledge I can officiate and help to manage a game by refereeing I can select the appropriate action for the situation and make this decision quickly I can use a wider range of skills with increasing control under pressure I can use the rules of the game consistently to play honestly and fairly I can work collaboratively to create tactics with my team and evaluate the effectiveness of these I can work in collaboration with others so that games run smoothly I recognise my own and others strengths and areas for development and can suggest ways to improve	Badminton knowledge I can select the appropriate action for the situation and make this decision quickly I can use a wider range of skills with increasing control under pressure I can use the rules of the game consistently to play honestly and fairly I can work collaboratively to create tactics with my team and evaluate the effectiveness of these I can work in collaboration with others so that games run smoothly I recognise my own and others strengths and areas for development and can suggest ways to improve	Rounders knowledge 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 honestly and fairly I can work collaboratively with others to get batters out I can work in collaboration with others so that games run smoothly I recognise my own and others strengths and areas for development and can suggest ways to improve I understand and can apply some tactics in the game as a batter, bowler and fielder	Athletics knowledge I can compete within the rules showing fair play and honesty I can help others to improve their technique using key teaching points I can identify my own and others' strengths and areas for development and can suggest ways to improve I can perform jumps for distance using good technique I can select and apply the best pace for a running event I can show accuracy and good technique when throwing for distance I understand that there are different areas of fitness and how this helps me in different activities	Rugby knowledge I can create and use space to help my team I can pass and receive the ball with increasing control under pressure I can select the appropriate action for the situation and make this decision quickly I can tag opponents individually and when working within a unit I can use the rules of the game consistently to play honestly and fairly I can work collaboratively to create tactics with my team and evaluate the effectiveness of these I can work in collaboration with others so that games run smoothly I recognise my own and others strengths and areas for development and can suggest ways to improve

				I use different strategies to persevere to achieve my personal best	
Vocabulary: Absorb, aesthetics, dismount, execution, progression, decision making, competent, refine, appropriate, structure	Vocabulary: Abide, anticipate, appropriate, assess, collaborate, cushion, fake, officiate, situation, stance, tactic, trajectory	Vocabulary: Abide, contact, dominant, footwork, grip, overhead, placement, rally, recover, return, serve, sportsmanship, stance, tactic, technique, underarm	Vocabulary: Abide, appropriate, assess, backing up, close catch, collaborate, consecutive, consistently, deep catch, long barrier, momentum, short barrier, situation, stance, tactic, tournament, track, umpire	Vocabulary: Discus, drive, event, explosive, fling, grip, maximum, meet, officiate, pace, pattern, phase, power, release, rhythm, stance, strategy	Vocabulary: Abide, ball carrier, close down, consecutive, create, decision, dictate, draw, offside, onside, sportsmanship, support, tactic, track

Healthy Body / Mind

Is discretely taught in each lesson through questioning, science topics and assemblies promoting a Healthy Lifestyle.

KS1	LKS2	UKS2
Explain why they enjoy playing games and physical activities. Talk about what our bodies do during exercise e.g. breathing. Children can recall why we warm up, cool down and exercise in simple statements. Children can identify the benefits of exercise on physical and mental health.	Know and understand the importance of exercise to lead a healthy life. To understand how a healthy diet can provide fuel for your body. Children can explain why we warm up, cool down and exercise and begin to name major muscle groups. Children can understand the benefits of exercise on physical and mental health using age appropriate vocabulary.	Evaluate how active their lifestyle is. Create and evaluate a healthy meal that provides food for the body. Children can explain why we warm up, cool down and exercise and link muscle groups to activities and stretches. Children can evaluate the benefits of exercise on physical and mental health using age appropriate vocabulary.

Show an understanding of how exercise helps to lead a healthy life style Show understanding of how being active can help with a healthy mind Children can understand why we warm up, cool down and exercise using appropriate vocabulary. Children can recall the benefits of exercise on physical and mental health using age appropriate vocabulary.	Begin to evaluate how active of a life style they lead. Begin to evaluate the food they eat and what effect it has on their body Children can explain why we warm up, cool down and exercise and begin to link muscle groups to activities and stretches. Children can explain the benefits of exercise on physical and mental health using age appropriate vocabulary. Understand the importance of each food group in order to enhance performance. (For example, carbohydrates slow releasing energy good for long lasting exercise.)	Understand the importance of hydration. Evaluate and make choices about leading a healthy life style including nutrition. Categorize food into how they help the body. Children can explain why we warm up, cool down and exercise and analyse which muscle groups are used within activities. Children can critique the benefits of exercise on physical and mental health using age appropriate vocabulary.
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EYFS

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SOCIAL

Take turns.
Learn to share equipment with others.
Share their ideas with others.

Encourage others to keep trying.
Talk to a partner about their ideas and take turns to listen to each other.
Work with a partner and small group to play games and solve challenges.

Encourage and motivate others to work to their personal best.
Work with others to achieve a shared goal.
Work with others to self manage games.

Share ideas with others and work together to decide on the best approach to a task.
Lead others and show consideration of including all within a group.
Communicate with others clearly and effectively.

EMOTIONAL

Try again if they do not succeed.
Practise skills independently.
Confident to try new tasks and challenges.

Show determination to continue working over a longer period of time.
Determined to complete the challenges and tasks set.
Explore skills independently before asking for help.
Confident to share ideas, contribute to class discussion and perform in front of others.

Persevere when finding a challenge difficult.
Understand what their best looks like and they work hard to achieve it.
Begin to use rules showing awareness of fairness and honesty.
Show an awareness of how other people feel.

Understand what maximum effort looks and feels like and show determination to achieve it.
Use different strategies to persevere to achieve personal best.
Compete within the rules showing fair play and honesty when playing independently.
Confident to attempt tasks and challenges outside of their comfort zone.

THINKING

Begin to identify personal success.
Choose own movements and actions in response to simple tasks e.g. choosing to travel by skipping.
Begin to provide simple feedback saying what they liked or thought was good about someone else's performance.

Make decisions when presented with a simple challenge. E.g. move to an open space towards goal.
Begin to select and apply skills to use in a variety of differing situations. E.g. choose to use a balance on their bottom on a wider piece of apparatus.
Provide feedback beginning to use key words from the lesson.

Pupils make quicker decisions when selecting and applying skills to a situation. E.g. who to pass to and where to move.
Select and apply from a wider range of skills and actions in response to a task.
Provide feedback using key terminology.

Reflect and evaluate their performances both as a group and as an individual and suggest areas for improvement.
Recognise and explain their thought process when playing games or completing tasks. E.g I moved here because my teammate was over there.
Identify their own and others' strengths and areas for development providing sensitive feedback and can suggest ways to improve.
Select and apply appropriate skills for the situation when under pressure.