








*Christleton Primary School*

*Be the best you can be*

Assessment Criteria  
Progression



<b>ATHLETICS</b>		<b>EYFS</b>	<b>YR. 1</b>	<b>YR. 2</b>	<b>YR. 3</b>	<b>YR. 4</b>	<b>YR. 5</b>	<b>YR. 6</b>
<b>Role models</b>  <b>Usain Bolt</b>  <b>Mo Farah</b>  <b>Jessica Ennis</b>	<p>I can make independent choices.</p> <p>I can negotiate space safely with consideration for myself and others.</p> <p>I follow instructions involving several ideas or actions.</p> <p>I play co-operatively and take turns with others.</p> <p>I understand the rules and can explain why it is important to follow them.</p> <p>I use movement skills with developing balance and co-ordination.</p> <p>(Introduction to PE)</p>	<p>I am able to throw towards a target.</p> <p>I am beginning to show balance and co-ordination when changing direction.</p> <p>I am developing overarm throwing.</p> <p>I can recognise changes in my body when I do exercise.</p> <p>I can run at different speeds.</p> <p>I can work with others and make safe choices.</p> <p>I try my best.</p> <p>I understand the difference between a jump, a leap and a hop and can choose which allows me to jump the furthest.</p>	<p>I can describe how my body feels during exercise.</p> <p>I can identify good technique.</p> <p>I can jump and land with control.</p> <p>I can use an overarm throw to help me to throw for distance.</p> <p>I can work with others, taking turns and sharing ideas.</p> <p>I show balance and co-ordination when running at different speeds.</p> <p>I try my best.</p>	<p>I am developing jumping for distance.</p> <p>I can identify when I was successful.</p> <p>I can take part in a relay activity, remembering when to run and what to do.</p> <p>I can throw a variety of objects, changing my action for accuracy and distance.</p> <p>I can use different take off and landings when jumping.</p> <p>I can use key points to help me to improve my sprinting technique.</p> <p>I can work with a partner and in a small group, sharing ideas.</p> <p>I show determination to achieve my personal best.</p>	<p>I can demonstrate the difference in sprinting and jogging techniques.</p> <p>I can explain what happens in my body when I warm up.</p> <p>I can identify when I was successful and what I need to do to improve.</p> <p>I can jump for distance with balance and control.</p> <p>I can throw with some accuracy and power to a target area.</p> <p>I show determination to improve my personal best.</p> <p>I support and encourage others to work to their best.</p>	<p>I can choose the best pace for a running event.</p> <p>I can identify good athletic performance and explain why it is good.</p> <p>I can perform a range of jumps showing some technique.</p> <p>I can show control at take-off and landing in jumping activities.</p> <p>I can take on the role of coach, official and timer when working in a group.</p> <p>I can use feedback to improve my sprinting technique.</p> <p>I persevere to achieve my personal best.</p> <p>I show accuracy and power when throwing for distance</p>	<p>I can compete within the rules showing fair play and honesty.</p> <p>I can help others to improve their technique using key teaching points.</p> <p>I can identify my own and others' strengths and areas for development and can suggest ways to improve.</p> <p>I can perform jumps for distance using good technique.</p> <p>I can select and apply the best pace for a running event.</p> <p>I can show accuracy and good technique when throwing for distance.</p> <p>I understand that there are different areas of fitness and how this helps me in different activities.</p> <p>I use different strategies to persevere to achieve my personal best.</p>	
	<b>Key Skills</b>	<p>Physical: run, jump, throw, catch, roll, skip</p> <p>Social: work safely, co-operation, support others, communication</p> <p>Emotional: honesty, confidence, perseverance, determination</p> <p>Thinking: comprehension, make decisions, creativity</p>	<p>Physical: run, balance, agility, co-ordination, hop, jump, leap, throw</p> <p>Social: work safely, collaboration</p> <p>Emotional: perseverance, independence, honesty, determination</p> <p>Thinking: reflection, comprehension, select and apply skills</p>	<p>Physical: run, jump for distance, jump for height, throw for distance, throw for accuracy</p> <p>Social: communication, work safely, support others</p> <p>Emotional: determination, independence</p> <p>Thinking: comprehension, observe and provide feedback, explore ideas, select and apply skills</p>	<p>Physical: sprint, jump for distance, push throw, pull throw</p> <p>Social: collaborate, work safely</p> <p>Emotional: determination, perseverance</p> <p>Thinking: observe and provide feedback, comprehension, explore technique</p>	<p>Physical: pace, sprint, jump for distance, throw for distance</p> <p>Social: collaboration, leadership</p> <p>Emotional: perseverance, determination, honesty,</p> <p>Thinking: reflection, observing and providing feedback, exploring ideas, comprehension</p>	<p>Physical: pace, sprint, relay changeovers, jump for distance, push throw, pull throw</p> <p>Social: collaboration, negotiation, communication, supporting others</p> <p>Emotional: perseverance, confidence, concentration, determination</p> <p>Thinking: observing and providing feedback, selecting and applying, comprehension</p>	<p>Physical: pace, sprint, jump for distance, push throw, fling throw</p> <p>Social: negotiating, collaborating, respect</p> <p>Emotional: empathy, perseverance, determination</p> <p>Thinking: observing and providing feedback, comprehension</p>

<p><b>National Curriculum Links</b></p>	<p>MATHS Counting Create shapes Use of direction</p> <p>COMMUNICATION AND LANGUAGE Learning of key vocabulary: see 'Knowledge Organiser' and 'Vocabulary Pyramid' Contribute to class discussion Answer questions to clarify learning</p> <p>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT Work with a partner and small group Take turns and share equipment Listen to and follow instructions</p> <p>UNDERSTANDING THE WORLD Learn about different groups of people Explore themes on everyday life</p> <p>EXPRESSIVE ARTS AND DESIGN Share ideas through movement</p>	<p>ENGLISH Learning of key vocabulary: see 'Knowledge Organiser' and 'Vocabulary Pyramid' Communicating ideas with a partner</p> <p>NUMERACY Counting Estimating distances Measuring how far they throw</p> <p>SCIENCE Understanding the effect exercise has on the body reacts to different exercises Understanding which part of the body is used in jumping for height Exploring stance to increase power in their throw</p>	<p>NUMERACY Counting Estimating distances Measuring how far they throw</p> <p>SCIENCE Understanding the effect exercise has on the body Understanding how the body reacts to different exercises Understanding which part of the body is used in jumping for height Exploring stance to increase power in their throw</p> <p>ENGLISH Learning of key vocabulary: see 'Knowledge Organiser' and 'Vocabulary Pyramid' Communicating ideas with a partner</p>	<p>ENGLISH Learning of key vocabulary: see 'Knowledge Organiser' and 'Vocabulary Pyramid' Communicating ideas Reading task cards</p> <p>MATHS Timing partner in events Measuring distances with cones Estimating speeds to match their partner's pace</p> <p>SCIENCE Understanding the effect exercise has on the body Understanding how the body reacts to different exercises Estimating distances Exploring the impact of strength and speed on distance produced Exploring transferring weight to create power</p>	<p>MATHS Timing partner in events Measuring distances with cones Estimating speeds to match their partner's pace</p> <p>SCIENCE Understanding the effect exercise has on the body Understanding how the body reacts to different exercises Estimating distances Exploring the impact of strength and speed on distance produced Exploring transferring weight to create power</p> <p>ENGLISH Learning of key vocabulary: see 'Knowledge Organiser' and 'Vocabulary Pyramid' Communicating ideas Reading task cards</p>	<p>ENGLISH Learning of key vocabulary: see 'Knowledge Organiser' and 'Vocabulary Pyramid' Communicating ideas Reading and communicating coaching cards Structuring feedback for peers</p> <p>MATHS Making 90° angles at the elbow in sprinting Timing peers with a stopwatch Measuring distance jumped and thrown with measuring tapes and cones</p> <p>SCIENCE Understanding the effect exercise has on the body Understanding how the body reacts to different exercises Exploring transferring weight to create power in throws</p>	<p>SCIENCE Understanding the effect exercise has on the body Understanding how the body reacts to different exercises Exploring transferring weight to create power in throws</p> <p>MATHS Making 90° angles at the elbow in sprinting Timing peers with a stopwatch Calculating distances and dividing metres between their group</p> <p>ENGLISH Learning of key vocabulary: see 'Knowledge Organiser' and 'Vocabulary Pyramid' Communicating ideas Reading and communicating coaching cards Structuring feedback for peers</p>
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<b>GYMNASTICS</b>		<b>EYFS</b>	<b>YR. 1</b>	<b>YR. 2</b>	<b>YR. 3</b>	<b>YR. 4</b>	<b>YR. 5</b>	<b>YR. 6</b>
<b>Role models</b>  <b>Beth Tweddle</b>    <b>Max Whitlock</b>  	<p>I can negotiate space safely with consideration for myself and others.</p> <p>I can confidently and safely use a range of large and small apparatus.</p> <p>I can combine movements, selecting actions in response to the task and apparatus.</p> <p>I use movement skills with developing strength, balance and co-ordination showing increasing control and grace.</p> <p>I follow instructions involving several ideas or actions.</p> <p>I work co-operatively with others and take turns.</p> <p>I am confident to try new challenges.</p>	<p>I am confident to perform in front of others.</p> <p>I can link simple actions together to create a sequence.</p> <p>I can make my body tense, relaxed, stretched and curled.</p> <p>I can recognise changes in my body when I do exercise.</p> <p>I can remember and repeat actions and shapes.</p> <p>I can say what I liked about someone else's performance.</p> <p>I can use apparatus safely and wait for my turn.</p>	<p>I am beginning to provide feedback using key words.</p> <p>I am proud of my work and confident to perform in front of others.</p> <p>I can perform the basic gymnastic actions with some control and balance.</p> <p>I can plan and repeat simple sequences of actions.</p> <p>I can use directions and levels to make my work look interesting.</p> <p>I can use shapes when performing other skills.</p> <p>I can work safely with others and apparatus.</p>	<p>I can adapt sequences to suit different types of apparatus.</p> <p>I can choose actions that flow well into one another.</p> <p>I can complete actions with increasing balance and control.</p> <p>I can provide feedback using key words.</p> <p>I can use matching and contrasting actions in a partner sequence.</p> <p>I use a greater number of my own ideas for movements in response to a task.</p> <p>With help, I can recognise how performances could be improved.</p>	<p>I can explain what happens to my body when</p> <p>I exercise and how this helps to make me healthy.</p> <p>I can plan and perform sequences with a partner that include a change of level and shape.</p> <p>I can provide feedback using appropriate language relating to the lesson.</p> <p>I can safely perform balances individually and with a partner.</p> <p>I can watch, describe and suggest possible improvements to others' performances and my own.</p> <p>I understand how body tension can improve the control and quality of my movements.</p>	<p>I can create and perform sequences using apparatus, individually and with a partner.</p> <p>I can lead a partner through short warm-up routines.</p> <p>I can use canon and synchronisation, and matching and mirroring when performing with a partner and a group and say how it affects the performance.</p> <p>I can use feedback provided to improve my work.</p> <p>I can use set criteria to make simple judgments about performances and suggest ways they could be improved.</p> <p>I can use strength and flexibility to improve the quality of a performance.</p> <p>I can work safely when learning a new skill to keep myself and others safe.</p>	<p>I can combine and perform gymnastic actions, shapes and balances with control and fluency.</p> <p>I can create and perform sequences using compositional devices to improve the quality.</p> <p>I can lead a small group through a short warm-up routine.</p> <p>I can use appropriate language to evaluate and refine my own and others' work.</p> <p>I can work collaboratively with others to create a sequence.</p> <p>I understand how to work safely when learning a new skill.</p> <p>I understand what counter balance and counter tension is and can show examples with a partner.</p>	
	<b>Key Skills</b>	<p>Physical: shapes, balances, jumps, rock and roll, barrel roll, straight roll, progressions of a forward roll, travelling</p> <p>Social: work safely, collaboration, share and take turns, support others</p> <p>Emotional: determination, confidence</p> <p>Thinking: comprehension, creativity, select and apply</p>	<p>Physical: travelling actions, shapes, balances, shape jumps, barrel roll, straight roll, forward roll</p> <p>Social: respect, collaboration, sharing, work safely</p> <p>Emotional: confidence, self-regulation, perseverance</p> <p>Thinking: comprehension, select and apply action, creativity</p>	<p>Physical: shapes, balances, travelling actions, shape jumps, barrel roll, straight roll, forward roll</p> <p>Social: leadership, work safely, respect</p> <p>Emotional: confidence, independence</p> <p>Thinking: select and apply actions, creativity</p>	<p>Physical: point and patch balances, jumps, straight roll, barrel roll, forward roll</p> <p>Social: work safely, collaboration, supportive</p> <p>Emotional: perseverance, confidence, independence</p> <p>Thinking: observe and provide feedback, creativity, select and apply skills</p>	<p>Physical: individual and partner balances, rotation jumps, straight roll, barrel roll, forward roll, straddle roll, bridge, shoulder stand</p> <p>Social: work safely, determination, collaboration, communication, respect</p> <p>Emotional: confidence, perseverance</p> <p>Thinking: observe and provide feedback, select and apply actions, creativity, evaluate and improve</p>	<p>Physical: symmetrical and asymmetrical balances, rotation jumps, straight roll, forward roll, straddle roll, backward roll, cartwheel, bridge, shoulder stand</p> <p>Social: work safely, support others, collaboration</p> <p>Emotional: confidence, perseverance, resilience, determination</p> <p>Thinking: observe and provide feedback, creativity, reflection, select and apply actions, evaluate and improve sequences</p>	<p>Physical: straddle roll, forward roll, backward roll, counter balance, counter tension, bridge, shoulder stand, handstand, cartwheel, flight</p> <p>Social: work safely, collaboration, communication, respect</p> <p>Emotional: independence, confidence, determination</p> <p>Thinking: observe and provide feedback, comprehension, select and apply actions, evaluate and improve sequences</p>

<p><b>National Curriculum Links</b></p>	<p>LITERACY Create actions for words Use and understand stories</p> <p>MATHS Counting Use of direction Create shapes</p> <p>COMMUNICATION AND LANGUAGE Learning of key vocabulary: see 'Knowledge Organiser' and 'Vocabulary Pyramid' Contribute to class discussion Answer questions to clarify learning</p> <p>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT Work with a partner and group Listen to and follow instructions</p> <p>UNDERSTANDING THE WORLD Use of stories to understand different people and environments</p> <p>EXPRESSIVE ARTS AND DESIGN Share ideas through movement</p>	<p>ENGLISH Learning of key vocabulary: see 'Knowledge Organiser' and 'Vocabulary Pyramid' Listening, understanding and following instructions Communicating ideas Providing feedback on others performances Creating letters with their body to spell words Describing shapes</p> <p>MATHS Counting the number of actions to include Holding balances for 5 seconds Creating shapes with their body</p> <p>SCIENCE Exploring how to jump and land safely</p>	<p>ENGLISH Learning of key vocabulary: see 'Knowledge Organiser' and 'Vocabulary Pyramid' Listening, understanding and following instructions Communicating ideas Providing feedback on others performances Describing shapes</p> <p>MATHS Counting the number of actions to include Counting number of actions to include in the aerobic warm up and counting to 10 seconds Holding balances for 5 seconds Creating shapes with their body</p> <p>SCIENCE Exploring animals and how they move Learning how to tense their muscles to stay balanced</p>	<p>ENGLISH Learning of key vocabulary: see 'Knowledge Organiser' and 'Vocabulary Pyramid' Understand and follow instructions Structuring and providing feedback to others</p> <p>MATHS Creating symmetrical shapes Creating matching and contrasting shapes</p>	<p>ENGLISH Learning of key vocabulary: see 'Knowledge Organiser' and 'Vocabulary Pyramid' Understand and safely follow instructions Structuring and providing feedback to others</p> <p>MATHS Learning degrees of rotation Creating an understanding of inversion</p>	<p>ENGLISH Learning of key vocabulary: see 'Knowledge Organiser' and 'Vocabulary Pyramid' Understand and safely follow instructions Structuring and providing feedback to others Reading and understanding resource cards</p> <p>MATHS Learning degrees of rotation through jumps Creating an understanding of inversion through shoulder stands, bridges and cartwheels Mirroring and matching movements Creating symmetrical and asymmetrical shapes</p>	<p>ENGLISH Learning of key vocabulary: see 'Knowledge Organiser' and 'Vocabulary Pyramid' Understand and safely follow instructions Structuring and providing feedback to others Reading and understanding resource cards</p> <p>MATHS Creating an understanding of inversion through shoulder stands, bridges, cartwheels and headstands Mirroring and matching movements Creating symmetrical and asymmetrical shapes</p> <p>SCIENCE Developing an understanding of momentum and how it helps to build force and enable rolls Learning the names of muscles in body tension exercises</p>
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# DANCE


	EYFS	YR. 1	YR. 2	YR. 3	YR. 4	YR. 5	YR. 6
<p><b>Role models</b></p> <p><b>Shirley Ballas</b></p>  <p><b>Diversity</b></p> 	<p>I can negotiate space safely with consideration for myself and others.</p> <p>I am confident to try new challenges and perform in front of others.</p> <p>I use movement skills with developing strength, balance and co-ordination showing increasing control and grace.</p> <p>I follow instructions involving several ideas or actions.</p> <p>I can combine movements, selecting actions in response to the task.</p> <p>I show respect towards others when providing feedback.</p>	<p>I am beginning to use counts.</p> <p>I can copy, remember and repeat actions.</p> <p>I can move confidently and safely.</p> <p>I can use different parts of the body in isolation and together.</p> <p>I can work with others to share ideas and select actions.</p> <p>I choose appropriate movements for different dance ideas.</p> <p>I say what I liked about someone else's performance.</p> <p>I show some sense of dynamic and expressive qualities in my dance.</p>	<p>I am beginning to provide feedback using key words.</p> <p>I can copy, remember, repeat and create dance phrases.</p> <p>I can describe how my body feels during exercise.</p> <p>I can show a character and idea through the actions and dynamics I choose.</p> <p>I can use counts to stay in time with the music.</p> <p>I can work with a partner using mirroring and unison in our actions.</p> <p>I show confidence to perform.</p>	<p>I am respectful of others when watching them perform.</p> <p>I can provide feedback using key words.</p> <p>I can repeat, remember and perform a dance phrase.</p> <p>I can use counts to keep in time with a partner and group.</p> <p>I can use dynamic and expressive qualities in relation to an idea.</p> <p>I can work with a partner and in a small group, sharing ideas.</p> <p>I create short dance phrases that communicate the idea.</p>	<p>I can choose actions and dynamics to convey a character or idea.</p> <p>I can copy and remember set choreography.</p> <p>I can provide feedback using appropriate language relating to the lesson.</p> <p>I can respond imaginatively to a range of stimuli relating to character and narrative.</p> <p>I can use changes in timing and spacing to develop a dance.</p> <p>I can use counts to keep in time with others and the music.</p> <p>I can use simple movement patterns to structure dance phrases on my own, with a partner and in a group.</p> <p>I show respect for others when working as a group and watching others perform.</p>	<p>I can accurately copy and repeat set choreography.</p> <p>I can choreograph phrases individually and with others considering actions and dynamics.</p> <p>I can confidently perform different styles of dance, clearly and fluently, showing a good sense of timing.</p> <p>I can lead a group through short warm-up routines.</p> <p>I can refine the way I use actions, dynamics, relationships and space in my dance in response to a stimulus.</p> <p>I can suggest ways to improve my own and other people's work using key terminology.</p> <p>I can use counts when choreographing to stay in time with others and the music.</p> <p>I can use feedback provided to improve my work.</p>	<p>I can choreograph a dance and work safely using a prop.</p> <p>I can lead a small group through a short warm-up routine.</p> <p>I can perform dances confidently and fluently with accuracy and good timing.</p> <p>I can refine the way I use actions, dynamics and relationships to represent ideas, emotions, feelings and characters.</p> <p>I can use appropriate language to evaluate and refine my own and others' work.</p> <p>I can use feedback provided to improve the quality of my work.</p> <p>I can work creatively and imaginatively on my own, with a partner and in a group to choreograph and structure dances.</p>
<p><b>Key Skills</b></p>	<p>Physical: actions, dynamics, space</p> <p>Social: work safely, respect, collaboration</p> <p>Emotional: confidence, independence</p> <p>Thinking: comprehension, provide feedback, select and apply actions, creativity</p>	<p>Physical: actions, dynamics, space, relationships</p> <p>Social: respect, work safely, collaboration, communication</p> <p>Emotional: empathy, confidence, acceptance, determination, kindness</p> <p>Thinking: creativity, select and apply actions, copy and repeat actions, provide feedback, recall</p>	<p>Physical: actions, dynamics, space, relationships</p> <p>Social: respect, collaboration, work safely, communication</p> <p>Emotional: independence, confidence, perseverance, determination</p> <p>Thinking: provide feedback, comprehension, reflection, observation, creativity</p>	<p>Physical: actions, dynamics, space, relationships</p> <p>Social: share ideas, respect, collaboration, inclusion, leadership, work safely</p> <p>Emotional: confidence, acceptance, sensitivity, perseverance</p> <p>Thinking: select and apply actions, creativity, observe and provide feedback</p>	<p>Physical: actions, dynamics, space, relationships</p> <p>Social: co-operation, communication, inclusion, collaboration</p> <p>Emotional: confidence, empathy, determination</p> <p>Thinking: observe and provide feedback, select and apply skills, creativity, comprehension</p>	<p>Physical: actions, dynamics, space, relationships</p> <p>Social: collaboration, consideration and awareness of others, inclusion, respect, leadership</p> <p>Emotional: empathy, confidence, perseverance</p> <p>Thinking: creativity, observe and provide feedback, use feedback to improve, comprehension, select and apply skills</p>	<p>Physical: actions, dynamics, space, relationships</p> <p>Social: share ideas, collaboration, support, communication, inclusion, respect, leadership</p> <p>Emotional: confidence, self-regulation, perseverance, determination, integrity, empathy</p> <p>Thinking: creativity, observation, provide feedback, comprehension, use feedback to improve, select and apply skills</p>

<p><b>National Curriculum Links</b></p>	<p>MATHS Counting Use of directions Creating shapes</p> <p>COMMUNICATION AND LANGUAGE Learning of key vocabulary: see 'Knowledge Organiser' and 'Vocabulary Pyramid' Answer questions to clarify learning Contribute to class discussion</p> <p>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT Work with a partner and small group Listen to and follow instructions</p> <p>UNDERSTANDING THE WORLD Make observations different groups of animals, their actions and habitats</p> <p>EXPRESSIVE ARTS AND DESIGN Share ideas through movement</p>	<p>ENGLISH Learning of key vocabulary: see 'Knowledge Organiser' and 'Vocabulary Pyramid' Listening and following instructions Expressing ideas Communicating with others</p> <p>MATHS Using counts to stay in time with music and a partner Use of numbers</p> <p>SCIENCE Discussing how trees and leaves move</p>	<p>ENGLISH Learning of key vocabulary: see 'Knowledge Organiser' and 'Vocabulary Pyramid' Listening and following instructions Expressing ideas through movement Communicating with a partner</p> <p>MATHS Using counts to stay in time with music and a partner Use of numbers</p> <p>SCIENCE Discussing animals, trees, weather and rivers of the rainforest Discussing how a mirror image works</p>	<p>ENGLISH Learning of key vocabulary: see 'Knowledge Organiser' and 'Vocabulary Pyramid' Understand and follow instructions, linking actions to counts Communication with a partner and group Communicating and exploring ideas to create a dance phrase</p> <p>MATHS Counting to stay in time with music and a group Using distances to create accurate formations</p> <p>MUSIC Exploring rhythm Counting music to create movement</p>	<p>ENGLISH Learning of key vocabulary: see 'Knowledge Organiser' and 'Vocabulary Pyramid' Understand and follow instructions Communication with a partner and group to express an idea</p> <p>MATHS Counting to stay in time with music and a group Using distances to create accurate formations</p> <p>MUSIC Exploring rhythm Counting music to create movement</p> <p>SCIENCE Exploring states of matter and expressing an understanding through movement</p>	<p>ENGLISH Learning of key vocabulary: see 'Knowledge Organiser' and 'Vocabulary Pyramid' Understand and follow instructions Communication with a partner and group to express an idea Forming opinions and structuring verbal feedback</p> <p>MATHS Counting to stay in time with music and a group Using distances to create accurate formations</p> <p>MUSIC Expressing an understanding of rhythm through movement Counting music to create movement</p>	<p>ENGLISH Learning of key vocabulary: see 'Knowledge Organiser' and 'Vocabulary Pyramid' Understand and follow instructions Communication with a partner and group to express an idea Forming opinions and structuring verbal feedback</p> <p>MATHS Counting to stay in time with music and a group Using distances to create accurate formations</p> <p>MUSIC Expressing an understanding of rhythm through movement Counting music to create movement</p>
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# RACQUET SPORTS

**Role models**

**Katie Boulter**  




**Cameron Norrie**  


	<b>EYFS</b>	<b>YR. 1</b>	<b>YR. 2</b>	<b>YR. 3</b>	<b>YR. 4</b>	<b>YR. 5</b>	<b>YR. 6</b>
	<p>I can make independent choices.</p> <p>I can negotiate space safely with consideration for myself and others.</p> <p>I persevere when trying new challenges.</p> <p>I play ball games with consideration of the rules.</p> <p>I play co-operatively and take turns with others.</p> <p>I use ball skills with developing competence and accuracy.</p> <p>(Ball Skills Unit)</p>	<p>I can hit a ball using a racket.</p> <p>I can throw a ball to land over the net and into the court area.</p> <p>I can track balls and other equipment sent to me.</p> <p>I can use a ready position to move to the ball.</p> <p>I know how to score points.</p> <p>I recognise changes in my body when</p> <p>I do exercise.</p> <p>I show honesty and fair play when playing against an opponent.</p> <p>(Net and Wall Games)</p>	<p>I can defend space on my court using the ready position.</p> <p>I can describe how my body feels during exercise.</p> <p>I can hit a ball over the net and into the court area.</p> <p>I can throw accurately to a partner.</p> <p>I can use simple tactics to make it difficult for an opponent.</p> <p>I know how to score points and can remember the score.</p> <p>I show good sportsmanship when playing against an opponent.</p> <p>(Net and Wall Games)</p>	<p>I am learning the rules of the game and I am beginning to use them to play fairly.</p> <p>I can provide feedback using key words.</p> <p>I can return a ball to a partner.</p> <p>I can use basic racket skills.</p> <p>I understand the aim of the game.</p> <p>I understand the benefits of exercise.</p> <p>I work cooperatively with my group to self-manage games.</p> <p>(Tennis)</p>	<p>I can communicate with my teammates to apply simple tactics.</p> <p>I can explain what happens to my body when I exercise and how this helps to make me healthy.</p> <p>I can provide feedback using key terminology and understand what I need to do to improve.</p> <p>I can return to the ready position to defend my own court.</p> <p>I can sometimes play a continuous game.</p> <p>I can use a range of basic racket skills.</p> <p>I share ideas and work with others to manage our game.</p> <p>I understand the rules of the game and I can use them often and honestly.</p> <p>(Tennis)</p>	<p>I am developing a wider range of skills and I am beginning to use these under some pressure.</p> <p>I can identify how different activities can benefit my physical health.</p> <p>I can identify when I was successful and what I need to do to improve.</p> <p>I can use feedback provided to improve my work.</p> <p>I can work cooperatively with others to manage our game.</p> <p>I understand the need for tactics and can identify when to use them in different situations.</p> <p>I understand the rules of the game and I can apply them honestly most of the time.</p> <p>I understand there are different skills for different situations and I am beginning to apply this.</p> <p>(Tennis)</p>	<p>I can select the appropriate action for the situation and make this decision quickly.</p> <p>I can use a wider range of skills with increasing control under pressure.</p> <p>I can use feedback provided to improve the quality of my work.</p> <p>I can use the rules of the game consistently to play honestly and fairly.</p> <p>I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.</p> <p>I can work in collaboration with others so that games run smoothly.</p> <p>I recognise my own and others strengths and areas for development and can suggest ways to improve.</p> <p>I understand that there are different areas of fitness and how this helps me in different activities.</p> <p>(Tennis)</p>
<b>Key Skills</b>	<p>Physical: roll, stop a rolling ball, throw, bounce, catch, dribble with feet, kick</p> <p>Social: work safely, collaboration, co-operation, support others</p> <p>Emotional: perseverance, independence, honesty</p> <p>Thinking: use tactics, comprehension</p>	<p>Physical: throw, catch, hit a ball, track a ball</p> <p>Social: support others, work safely, communication, co-operation</p> <p>Emotional: perseverance, independence, determination</p> <p>Thinking: comprehension, select and apply, reflection, identify areas of strength and areas for development, decision making</p>	<p>Physical: throw, catch, hit, track</p> <p>Social: co-operation, respect, support others</p> <p>Emotional: perseverance, honesty</p> <p>Thinking: select and apply, reflection, decision making, comprehension</p>	<p>Physical: forehand, backhand, throwing, catching, rallying</p> <p>Social: co-operation, collaboration, respect, support and encourage others</p> <p>Emotional: honesty, perseverance</p> <p>Thinking: comprehension, decision making, select and apply, understand rules, use tactics, reflection</p>	<p>Physical: throwing, catching, forehand, backhand, rallying</p> <p>Social: co-operation, support and encourage others, collaboration, respect</p> <p>Emotional: perseverance, honesty, determination</p> <p>Thinking: identifying strengths and areas for improvement, reflection, select and apply, comprehension, use tactics</p>	<p>Physical: forehand groundstroke, backhand groundstroke, forehand volley, backhand volley, underarm serve, rallying</p> <p>Social: encourage and support others, co-operation, collaboration, communication</p> <p>Emotional: perseverance, honesty</p> <p>Thinking: observe and provide feedback, reflection, comprehension, select and apply, decision making, use of tactics</p>	<p>Physical: forehand groundstroke, backhand groundstroke, forehand volley, backhand volley, underarm serve, rallying</p> <p>Social: support and encourage others, co-operation, collaboration, respect</p> <p>Emotional: honesty, perseverance</p> <p>Thinking: comprehension, observe and provide feedback, select and apply, use tactics, reflection, identifying areas of strength and areas for development</p>



<p><b>National Curriculum Links</b></p>	<p>MATHS Counting Use of direction Recognise speed</p> <p>COMMUNICATION AND LANGUAGE Learning of key vocabulary; see 'Knowledge Organiser' and 'Vocabulary Pyramid' Contribute to class discussion Answer questions to clarify learning</p> <p>UNDERSTANDING THE WORLD Learn about different minibeasts, their actions and habitats</p> <p>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT Work with a partner and small group Listen to and follow instructions</p> <p>EXPRESSIVE ARTS AND DESIGN Share ideas through movement</p>	<p>ENGLISH Learning of key vocabulary: see 'Knowledge Organiser' and 'Vocabulary Pyramid' Listening to and following instructions Communication skills</p> <p>MATHS Counting Estimating distances</p>	<p>ENGLISH Learning of key vocabulary: see 'Knowledge Organiser' and 'Vocabulary Pyramid' Listening and following instructions Communication skills</p> <p>MATHS Counting Estimating distances</p>	<p>ENGLISH Learning of key vocabulary: see 'Knowledge Organiser' and 'Vocabulary Pyramid' Understand and follow instructions Communication skills</p> <p>MATHS Counting Estimating distances</p>	<p>ENGLISH Learning of key vocabulary: see 'Knowledge Organiser' and 'Vocabulary Pyramid' Understand and follow instructions Communication skills</p> <p>MATHS Addition Estimating distances</p>	<p>ENGLISH Learning of key vocabulary: see 'Knowledge Organiser' and 'Vocabulary Pyramid' Understand and follow instructions Communication skills</p> <p>MATHS Estimating distances</p>	<p>ENGLISH Learning of key vocabulary: see 'Knowledge Organiser' and 'Vocabulary Pyramid' Understand and follow instructions Communication skills</p> <p>MATHS Estimating distances Use of angles</p>
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# STRIKING AND FIELDING

	EYFS	YR.1	YR.2	YR.3	YR.4	YR.5	YR.6
<b>Role models</b>  <b>Sophie Ecclestone</b>   <b>Ben Stokes</b> 	<p>I can negotiate space safely with consideration for myself and others.</p> <p>I follow instructions involving several ideas or actions.</p> <p>I persevere when trying new challenges.</p> <p>I play ball games with consideration of the rules.</p> <p>I play co-operatively and take turns with others.</p> <p>I use ball skills with developing competence and accuracy.</p> <p>(Ball Skills Unit 2)</p>	<p>I can catch a beanbag and a medium-sized ball.</p> <p>I can roll a ball towards a target.</p> <p>I can hit a ball using my hand.</p> <p>I can track a ball that is coming towards me.</p> <p>I know how to score points.</p> <p>I understand the rules and I am beginning to use these to play honestly and fairly.</p> <p>I understand when I am successful.</p> <p>(Striking and Fielding)</p>	<p>I am beginning to provide feedback using key words.</p> <p>I am developing underarm and overarm throwing skills.</p> <p>I can hit a ball using equipment with some consistency.</p> <p>I can track a ball and collect it.</p> <p>I can use simple tactics.</p> <p>I know how to score points and can remember the score.</p> <p>I understand the rules of the game and can use these to play fairly in a small group.</p> <p>(Striking and Fielding)</p>	<p>I am able to bowl a ball towards a target.</p> <p>I am beginning to strike a bowled ball after a bounce.</p> <p>I am developing an understanding of tactics and I am beginning to use them in game situations.</p> <p>I am learning the rules of the game and I am beginning to use them honestly.</p> <p>I can persevere when learning a new skill.</p> <p>I can provide feedback using key words.</p> <p>I can use overarm and underarm throwing, and catching skills.</p> <p>I work co-operatively with my group to self-manage games.</p> <p>(Cricket)</p>	<p>I am able to bowl a ball with some accuracy and consistency.</p> <p>I am learning the rules of the game and I am beginning to use them to play honestly and fairly.</p> <p>I can communicate with my teammates to apply simple tactics.</p> <p>I can persevere when learning a new skill.</p> <p>I can provide feedback using key terminology and understand what I need to do to improve.</p> <p>I can strike a bowled ball after a bounce.</p> <p>I can use overarm and underarm throwing, and catching skills with increasing accuracy.</p> <p>I share ideas and work with others to manage our game.</p> <p>(Cricket)</p>	<p>I am developing a wider range of fielding skills and I am beginning to use these under some pressure.</p> <p>I can identify when I was successful and what I need to do to improve.</p> <p>I can strike a bowled ball with increasing consistency.</p> <p>I can work co-operatively with others to manage our game.</p> <p>I understand the need for tactics and can identify when to use them in different situations.</p> <p>I understand the rules of the game and I can apply them honestly most of the time.</p> <p>I understand there are different skills for different situations and I am beginning to use this.</p> <p>(Cricket)</p>	<p>I can select the appropriate action for the situation.</p> <p>I can strike a bowled ball with increasing consistency and accuracy.</p> <p>I can use a wider range of fielding skills with increasing control under pressure.</p> <p>I can use the rules of the game consistently to play fairly.</p> <p>I can work in collaboration with others so that games run smoothly.</p> <p>I recognise my own and others strengths and areas for development and can suggest ways to improve.</p> <p>I understand and can apply some tactics in the game as a batter, bowler and fielder.</p> <p>(Cricket)</p>
<b>Key Skills</b>	<p>Physical: roll, track, throw, dribble with hands, dribble with feet, kick, catch</p> <p>Social: co-operation, take turns, work safely, communication</p> <p>Emotional: perseverance, independence, determination, honesty</p> <p>Thinking: comprehension, use tactics</p>	<p>Physical: underarm throw, overarm throw, catch, track, bat</p> <p>Social: communication, collaboration, support and encourage others, kindness</p> <p>Emotional: manage emotions, honesty, perseverance</p> <p>Thinking: comprehension, use tactics, select and apply, decision making</p>	<p>Physical: underarm throw, overarm throw, catch, track, bowl, bat</p> <p>Social: communication, encourage others, collaboration</p> <p>Emotional: honesty, perseverance, determination, acceptance</p> <p>Thinking: use tactics, comprehension, select and apply, decision making</p>	<p>Physical: underarm and overarm throwing, underarm bowling, batting, catching</p> <p>Social: communication, support, collaboration, respect</p> <p>Emotional: honesty, perseverance, determination</p> <p>Thinking: select and apply skills and tactics, make decisions</p>	<p>Physical: underarm and overarm throwing, overarm bowling, batting, two handed pick up, short barrier</p> <p>Social: collaboration and communication, respect</p> <p>Emotional: perseverance, honesty, determination</p> <p>Thinking: observing and providing feedback, applying strategies</p>	<p>Physical: deep and close catching, underarm and overarm throwing, overarm bowling, long and short barrier, batting</p> <p>Social: collaboration, communication, respect</p> <p>Emotional: honesty, perseverance</p> <p>Thinking: observation, provide feedback, select and apply skills, tactics, assessing</p>	<p>Physical: deep and close catch, underarm and overarm throw, overarm bowl, long and short barrier, batting</p> <p>Social: collaboration, communication, respect</p> <p>Emotional: honesty, perseverance</p> <p>Thinking: observation, provide feedback, select and apply skills, tactics, assessing</p>


<p><b>National Curriculum Links</b></p>	<p>MATHS Counting Use of direction</p> <p>COMMUNICATION AND LANGUAGE Learning of key vocabulary: see 'Knowledge Organiser' and 'Vocabulary Pyramid' Answer questions to clarify learning Contribute to class discussion</p> <p>UNDERSTANDING THE WORLD Learn about different types of weather</p> <p>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT Listen to and follow instructions Work with a partner and small group</p> <p>EXPRESSIVE ARTS AND DESIGN Share ideas through movement</p>	<p>ENGLISH Learning of key vocabulary: see 'Knowledge Organiser' and 'Vocabulary Pyramid' Listening to and following instructions Communication skills</p> <p>MATHS Counting Addition Estimating distances</p> <p>SCIENCE Understanding changes to the body during exercise</p>	<p>ENGLISH Learning of key vocabulary: see 'Knowledge Organiser' and 'Vocabulary Pyramid' Communication skills</p> <p>MATHS Counting Estimating distances Addition</p>	<p>ENGLISH Learning of key vocabulary: see 'Knowledge Organiser' and 'Vocabulary Pyramid' Understand and follow instructions Understand rules and apply them to game situations Communication skills</p> <p>MATHS Addition and counting Estimating distances</p>	<p>ENGLISH Learning of key vocabulary: see 'Knowledge Organiser' and 'Vocabulary Pyramid' Understand and follow instructions Understand rules and apply them to game situations Communication skills</p> <p>MATHS Addition and counting Estimating distances</p>	<p>ENGLISH Learning of key vocabulary: see 'Knowledge Organiser' and 'Vocabulary Pyramid' Understand and follow instructions Communication skills</p> <p>MATHS Estimating distances Addition</p>	<p>ENGLISH Learning of key vocabulary: see 'Knowledge Organiser' and 'Vocabulary Pyramid' Understand and follow instructions Communication skills</p> <p>MATHS Estimating distances Addition</p>
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# INVASION GAMES

	<b>EYFS</b>	<b>YR. 1</b>	<b>YR. 2</b>	<b>YR. 3</b>	<b>YR. 4</b>	<b>YR. 5</b>	<b>YR. 6</b>
<b>Role models</b>	<p>I can negotiate space safely with consideration for myself and others.</p> <p>I follow instructions involving several ideas or actions.</p> <p>I play co-operatively, take turns and encourage others.</p> <p>I play games honestly with consideration of the rules.</p> <p>I show an understanding of my feelings and can regulate my behaviour.</p> <p>I use ball skills with developing competence and accuracy.</p> <p>I use movement skills with developing balance and co-ordination.</p> <p>(Games Unit 2)</p>	<p>I am beginning to dribble a ball with my hands and feet.</p> <p>I can change direction to move away from a defender.</p> <p>I can recognise space when playing games.</p> <p>I can send and receive a ball with hands and feet.</p> <p>I can use simple rules to play fairly.</p> <p>I move to stay with another player when defending.</p> <p>I recognise changes in my body when I do exercise.</p> <p>I understand when I am a defender and when I am an attacker.</p>	<p>I can describe how my body feels during exercise.</p> <p>I can dodge and find space away from the other team.</p> <p>I can move with a ball towards goal.</p> <p>I can sometimes dribble a ball with my hands and feet.</p> <p>I can stay with another player to try and win the ball.</p> <p>I know how to score points and can remember the score.</p> <p>I know who is on my team and I can attempt to send the ball to them.</p>	<p><b>Basketball</b></p> <p>I am beginning to use simple tactics.</p> <p>I am learning the rules of the game and am beginning to use them honestly.</p> <p>I can dribble, pass, receive and shoot the ball with some control.</p> <p>I can find space away from others and near to my goal.</p> <p>I can provide feedback using key words.</p> <p>I can track an opponent to slow them down.</p> <p>I understand my role as an attacker and as a defender.</p> <p>I work co-operatively with my group to self-manage games.</p>	<p><b>Basketball</b></p> <p>I can delay an opponent and help to prevent the other team from scoring.</p> <p>I can dribble, pass, receive and shoot the ball with increasing control.</p> <p>I can move to space to help my team to keep possession and score goals.</p> <p>I can provide feedback using key terminology and understand what I need to do to improve.</p> <p>I can use simple tactics to help my team score or gain possession.</p> <p>I share ideas and work with others to manage our game.</p> <p>I understand the rules of the game and I can use them often and honestly.</p>	<p><b>Basketball</b></p> <p>I can communicate with my team and move into space to keep possession and score.</p> <p>I can dribble, pass, receive and shoot the ball with some control under pressure.</p> <p>I can identify when I was successful and what I need to do to improve.</p> <p>I can use tracking and intercepting when playing in defence.</p> <p>I understand the need for tactics and can identify when to use them in different situations.</p> <p>I understand the rules of the game and I can apply them honestly most of the time.</p> <p>I understand there are different skills for different situations and I am beginning to apply this.</p>	<p><b>Basketball</b></p> <p>I can create and use space to help my team.</p> <p>I can dribble, pass, receive and shoot the ball with increasing control under pressure.</p> <p>I can select the appropriate action for the situation and make this decision quickly.</p> <p>I can use the rules of the game honestly and consistently.</p> <p>I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.</p> <p>I can work in collaboration with others so that games run smoothly.</p> <p>I recognise my own and others strengths and areas for development and can suggest ways to improve.</p> <p>I understand when to use different styles of defence in game situations.</p>
				<p><b>Tag Rugby</b></p> <p>I am learning the rules of the game and I am beginning to use them to play honestly.</p> <p>I can communicate with my team and move into space to help them.</p> <p>I can defend an opponent and attempt to tag them.</p> <p>I can move with a ball towards goal with increasing control.</p> <p>I can pass and receive the ball with some control.</p> <p>I can provide feedback using key words.</p> <p>I understand my role as an attacker and as a defender.</p> <p>I work cooperatively with my group to self-manage games.</p>	<p><b>Tag Rugby</b></p> <p>I can delay an opponent and help prevent the other team from scoring.</p> <p>I can explain what happens to my body when I exercise and how this helps to make me healthy.</p> <p>I can help my team keep possession and score tries when I play in attack.</p> <p>I can pass and receive the ball with increasing control.</p> <p>I can provide feedback using key terminology and understand what I need to do to improve.</p> <p>I can use simple tactics to help my team score or gain possession.</p> <p>I share ideas and work with others to manage our game.</p> <p>I understand the rules of the game and I can use them often and honestly.</p>	<p><b>Tag Rugby</b></p> <p>I can communicate with my team and move into space to keep possession and score.</p> <p>I can identify when I was successful and what I need to do to improve.</p> <p>I can pass and receive the ball with some control under pressure.</p> <p>I can tag opponents and close down space.</p> <p>I know what position I am playing in and how to contribute when attacking and defending.</p> <p>I understand the need for tactics and can identify when to use them in different situations.</p>	<p><b>Tag Rugby</b></p> <p>I can create and use space to help my team.</p> <p>I can pass and receive the ball with increasing control under pressure.</p> <p>I can select the appropriate action for the situation and make this decision quickly.</p> <p>I can tag opponents individually and when working within a unit.</p> <p>I can use the rules of the game consistently to play honestly and fairly.</p> <p>I can work collaboratively to create tactics with my team and evaluate the effectiveness of these.</p>

						<p>I understand the rules of the game and I can apply them honestly most of the time.</p> <p>I understand there are different skills for different situations and I am beginning to apply this.</p>	<p>I can work in collaboration with others so that games run smoothly.</p> <p>I recognise my own and others strengths and areas for development and can suggest ways to improve.</p>
				<p>Hockey I am beginning to use simple tactics. I am learning the rules of the game and am beginning to use them honestly. 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. I work co-operatively with my group to self-manage games.</p>	<p>Hockey 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 game. I understand the rules of the game and I can use them often and honestly.</p>	<p>Hockey 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, tackling and intercepting when playing in defence. 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 use them most of the time to play fairly and honestly. I understand there are different skills for different situations and I am beginning to apply this.</p>	<p>Hockey 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.</p>
<b>Key Skills</b>	<p>Physical: run, change direction, throw, catch, strike</p> <p>Social: communication, help others, respect, take turns, co-operation</p> <p>Emotional: perseverance, honesty, determination, manage emotions</p> <p>Thinking: comprehension, decision making, select and apply, reflection</p>	<p>Physical: dribble, throw, catch, kick, receive, run, jump, change direction, change speed</p> <p>Social: supporting others, communication, co-operation, kindness</p> <p>Emotional: perseverance, confidence, honesty</p> <p>Thinking: comprehension, identifying strengths and areas for development, select and apply</p>	<p>Physical: dribble, throw, catch, kick, receive, run, jump, change direction, change speed</p> <p>Social: communication, kindness, support others, co-operation, respect, collaborate</p> <p>Emotional: empathy, perseverance, honesty, integrity, independence</p> <p>Thinking: creativity, select and apply, comprehension, problem solving, provide feedback</p>	<p>Basketball</p> <p>Physical: run, jump, throw, catch, dribble, shoot</p> <p>Social: working safely, collaboration, support and encourage others</p> <p>Emotional: honesty, determination, perseverance</p> <p>Thinking: exploration, identify areas of strength and areas for development, decision making, use tactics, reflection</p>	<p>Basketball</p> <p>Physical: run, jump, throw, catch, dribble, shoot</p> <p>Social: collaboration, communication, co-operation, respect</p> <p>Emotional: honesty and fair play, confidence, persevere</p> <p>Thinking: reflection, decision making, select and apply, use tactics, observe and provide feedback, identify areas of strength and areas for development</p>	<p>Tag Rugby</p> <p>Physical: throw, catch, run, change direction, change speed</p> <p>Social: support others, inclusion, communication, collaboration, respect</p> <p>Emotional: determination, honesty, independence, perseverance</p> <p>Thinking: decision making, comprehension, select and apply, reflection, identify strengths and areas for development</p>	<p>Tag Rugby</p> <p>Physical: throw, catch, run, change direction, change speed</p> <p>Social: communication, support others, collaboration</p> <p>Emotional: honesty and fair play, confidence, determination, trust</p> <p>Thinking: decision making, comprehension, reflection, identify strengths and areas for development, plan</p>

				<p>Hockey</p> <p>Physical: dribble, pass, receive, intercept, run, shoot  Social: communication, collaboration, work safely, respect  Emotional: honesty, perseverance, determination  Thinking: decision making, select and apply, comprehension, identifying strengths and areas for development</p>	<p>Hockey</p> <p>Physical: dribble, pass, receive, tackle, intercept, run, shoot  Social: communication, collaboration, respect, support others  Emotional: perseverance, honesty and fair play, determination  Thinking: identify areas of strength and areas for development, select and apply, decision making, comprehension, reflection</p>
National Curriculum Links	<p>MATHS</p> <p>Counting</p> <p>Use of direction</p> <p>COMMUNICATION AND LANGUAGE</p> <p>Learning of key vocabulary; see 'Knowledge Organiser' and 'Vocabulary Pyramid'</p> <p>Listening to and following instructions</p> <p>Communication skills</p> <p>MATHS</p> <p>Counting</p> <p>Estimating distances</p>	<p>ENGLISH</p> <p>Learning of key vocabulary; see 'Knowledge Organiser' and 'Vocabulary Pyramid'</p> <p>Listening to and following instructions</p> <p>Communication skills</p> <p>MATHS</p> <p>Counting</p> <p>Estimating distances</p>	<p>ENGLISH</p> <p>Learning of key vocabulary; see 'Knowledge Organiser' and 'Vocabulary Pyramid'</p> <p>Listening and following instructions</p> <p>Communication skills</p> <p>MATHS</p> <p>Counting</p> <p>Estimating distances</p>	<p>Basketball</p> <p>ENGLISH</p> <p>Learning of key vocabulary; see 'Knowledge Organiser' and 'Vocabulary Pyramid'</p> <p>Understand and follow instructions</p> <p>Communication skills</p> <p>MATHS</p> <p>Estimating distances</p> <p>Addition</p>	<p>Basketball</p> <p>ENGLISH</p> <p>Learning of key vocabulary; see 'Knowledge Organiser' and 'Vocabulary Pyramid'</p> <p>Understand and follow instructions</p> <p>Communication skills</p> <p>MATHS</p> <p>Estimating distances</p> <p>Addition</p>
	<p>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT</p> <p>Work with a partner and in small groups</p> <p>Listen to and follow instructions</p> <p>EXPRESSIVE ARTS AND DESIGN</p> <p>Share ideas through movement</p> <p>UNDERSTANDING THE WORLD</p> <p>Learn about different environments around the world</p> <p>Identify climates and animals around the world</p>			<p>Tag Rugby</p> <p>ENGLISH</p> <p>Learning of key vocabulary; see 'Knowledge Organiser' and 'Vocabulary Pyramid'</p> <p>Understand and follow instructions</p> <p>Communication skills</p> <p>MATHS</p> <p>Counting</p> <p>Estimating distances</p>	<p>Tag Rugby</p> <p>ENGLISH</p> <p>Learning of key vocabulary; see 'Knowledge Organiser' and 'Vocabulary Pyramid'</p> <p>Understand and follow instructions</p> <p>Communication skills</p> <p>MATHS</p> <p>Addition</p> <p>Estimating distances</p>
				<p>Hockey</p> <p>ENGLISH</p> <p>Learning of key vocabulary; see 'Knowledge Organiser' and 'Vocabulary Pyramid'</p> <p>Understand and follow instructions.</p> <p>Communication skills</p> <p>MATHS</p> <p>Addition</p> <p>Estimating distances</p>	<p>Hockey</p> <p>ENGLISH</p> <p>Learning of key vocabulary; see 'Knowledge Organiser' and 'Vocabulary Pyramid'</p> <p>Understand and follow instructions.</p> <p>Communication skills</p> <p>MATHS</p> <p>Addition</p> <p>Estimating distances</p>

	<b>EYFS</b>	<b>YR. 1</b>	<b>YR. 2</b>	<b>YR. 3</b>	<b>YR. 4</b>	<b>YR. 5</b>	<b>YR. 6</b>
<b>OUTDOOR ADVENTUROUS ACTIVITIES</b>							
<b>Role models</b>  <b>Bear Grylls</b>  				<p>I am developing map reading skills.</p> <p>I can follow and give instructions.</p> <p>I can listen to and am accepting of others' ideas.</p> <p>I can plan and attempt to apply strategies to solve problems.</p> <p>I can reflect on when and why I was successful at solving challenges and am beginning to understand why.</p> <p>I can work collaboratively with a partner and a small group.</p>	<p>I can accurately follow and give instructions.</p> <p>I can confidently communicate ideas and listen to others.</p> <p>I can identify key symbols on a map and use a key to help navigate around a grid.</p> <p>I can plan and apply strategies to solve problems.</p> <p>I can reflect on when and why I was successful at solving challenges.</p> <p>I can work collaboratively and effectively with a partner and a small group.</p>	<p>I am inclusive of others and can share job roles.</p> <p>I can navigate around a course using a map.</p> <p>I can orientate a map confidently.</p> <p>I can reflect on when I was successful at solving challenges and alter my methods in order to improve.</p> <p>I can use critical thinking to approach a task.</p> <p>I can work effectively with a partner and a small group, sharing ideas and agreeing on a team strategy.</p>	<p>I am inclusive of others, can share job roles and lead when necessary.</p> <p>I can orientate a map efficiently to navigate around a course.</p> <p>I can pool ideas within a group, selecting and applying the best method to solve a problem.</p> <p>I can use critical thinking skills to form ideas and strategies to solve challenges.</p> <p>I can work effectively with a partner and a group to solve challenges.</p> <p>With increasing accuracy, I can reflect on when and how I successful at solving challenges and alter my methods in order to improve.</p>
<b>Key Skills</b>				<p>Physical: balance, co-ordination, run at speed, run over distance</p> <p>Social: communication, co-operation, inclusion, collaborate</p> <p>Emotional: determination, trust, confidence, honesty</p> <p>Thinking: problem solving, evaluate, reflection, create, comprehension, select and apply</p>	<p>Physical: balance, run at speed, run over distance, co-ordination</p> <p>Social: communication, co-operation, collaboration</p> <p>Emotional: determination, resilience, honesty, trust, confidence</p> <p>Thinking: problem solving, evaluation, reflection, create, select and apply</p>	<p>Physical: balance, co-ordination, run at speed, run over distance</p> <p>Social: negotiation, communication, leadership, work safely</p> <p>Emotional: empathy, confidence, resilience</p> <p>Thinking: problem solving, reflect, critical thinking, select and apply, comprehension</p>	<p>Physical: balance, co-ordination, run at speed, run over distance</p> <p>Social: communication, collaboration, inclusion, leadership, work safely</p> <p>Emotional: confidence, honesty, trust</p> <p>Thinking: evaluation, reflection, problem solving, comprehension, select and apply</p>
<b>National Curriculum Links</b>				<p>ENGLISH Learning of key vocabulary: see 'Knowledge Organiser' and 'Vocabulary Pyramid' Understand and follow instructions Communication skills</p> <p>MATHS Addition Order by height and size Read symbols</p> <p>GEOGRAPHY Read maps to navigate a course Learn to orientate a map</p>	<p>GEOGRAPHY Read maps to navigate a course Learn to orientate a map</p> <p>ENGLISH Learning of key vocabulary: see 'Knowledge Organiser' and 'Vocabulary Pyramid' Understand and follow instructions Communication skills</p> <p>MATHS Addition Order by height and size Read symbols</p> <p>MATHS Solve logic problems</p>	<p>ENGLISH Learning of key vocabulary: see 'Knowledge Organiser' and 'Vocabulary Pyramid' Understand and follow instructions Communication skills</p> <p>MATHS Addition</p> <p>GEOGRAPHY Read maps to navigate a course Learn to orientate a map Identify symbols on a key Work with scale Use cardinal points</p>	<p>ENGLISH Learning of key vocabulary: see 'Knowledge Organiser' and 'Vocabulary Pyramid' Understand and follow instructions Communication skills</p> <p>MATHS Solving addition and subtraction problems</p> <p>GEOGRAPHY Reading maps to navigate around a course Learning how to orientate a map</p>

<b>SWIMMING</b>		<b>EYFS</b>	<b>YR. 1</b>	<b>YR. 2</b>	<b>YR. 3</b>	<b>YR. 4</b>	<b>YR. 5</b>	<b>YR. 6</b>
<b>Role models</b>	<p><b>Adam Peaty</b></p> 				<p>I can swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p> <p>I can perform safe self-rescue in different water-based situations</p>	<p>I can swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p> <p>I can perform safe self-rescue in different water-based situations</p>	<p>I can swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p> <p>I can perform safe self-rescue in different water-based situations</p>	<p>I can swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p> <p>I can perform safe self-rescue in different water-based situations</p>
<b>Key Skills</b>					<p>Physical: submersion, float, glide, front crawl, backstroke, breaststroke, rotation, scull, tread water, handstands, surface dives, H.E.L.P and huddle position</p> <p>Social: communication, support and encourage others, keep myself and others safe, collaboration,</p> <p>Emotional: confidence, honesty, determination, independence, perseverance</p> <p>Thinking: comprehension, observe and provide feedback,</p>		<p>Physical: rotation, scull, tread water, glide, front crawl, backstroke, breaststroke, surface dives, float, huddle and H.E.L.P. position</p> <p>Social: support others, work safely, inclusion, communication, collaboration</p> <p>Emotional: determination, work fairly, honesty, confidence, perseverance</p> <p>Thinking: comprehension, creativity, make decisions, tactics</p>	