

Year 3/4	Autumn	Spring	Summer
Year A 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. Pupils should be taught to: swim competently, confidently and proficiently over a distance of at least 25 metres; use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]; perform safe self-rescue in different water-based situations.	Gym Y3: I can use a greater number of my own ideas for movement in response to a task. I can explain how strength and suppleness affect performances. I can compare and contrast gymnastic sequences, commenting on similarities and differences. I can work in a controlled way. I can adapt sequences to suit different apparatus. Y4: I can include change of speed. I can include change of direction. I can include a range of shapes. I can follow a set of 'rules' to produce a sequence. I can combine action, balance and shape. I can work with a partner to create, repeat and improve a sequence with at least three phases. OAA Y3: I can follow a map in a familiar context. I can move from one location to another following a map. I can use clues to follow a route. I can follow a route accurately, safely and within a time limit.	Dance Y3: I can improvise freely, translating ideas from a stimulus into movement. I can share and create phrases with a partner and in small groups. I can repeat, remember and perform these phrases in a dance. I can use dance to communicate an idea. I can take the lead when working with a partner or group. Y4: I can work on my movements and refine them. I can compose my own dances in a creative and imaginative way. My movements are controlled. I can make sure my dance moves are clear and fluent. Swimming – see below Games – net/wall Y3: I can throw and catch with control when under limited pressure. I know and use rules fairly to keep games going. I can keep possession with some success when using equipment that is not used for throwing and catching skills.	Games – strike and field Y3: I can throw and catch with control when under limited pressure. I know and use rules fairly to keep games going. I can keep possession with some success when using equipment that is not used for throwing and catching skills. I am aware of space and use it to support team mates and cause problems for the opposition. Y4: I can hit a ball accurately and with control. I can keep possession of the ball. I can vary tactics and adapt skills according to what is happening. I can choose the best tactics for attacking and defending. I can catch with one hand. Athletics Y3: I can run at fast, medium and slow speeds, changing speed and direction. I can make up and repeat a short sequence of linked jumps. I can take part in a relay activity, remembering when to run and what to do.

	Y4: I can follow a map in a more demanding familiar context. I can move from one location to another following a map. I can use clues to follow a route. I can follow a route accurately, safely and within a time limit. Games – invasion Y3: I can throw and catch with control when under limited pressure. I know and use rules fairly to keep games going. I can keep possession with some success when using equipment that is not used for throwing and catching skills. I am aware of space and use it to support team mates and cause problems for the opposition. Y4: I can hit a ball accurately and with control. I can keep possession of the ball. I can vary tactics and adapt skills according to what is happening. I can choose the best tactics for attacking and defending. I can catch with one hand. (e.g. in a term which is 14 weeks: 4 gym, 4 oaa, 6 games)	I am aware of space and use it to support team mates and cause problems for the opposition. Y4: I can hit a ball accurately and with control. I can keep possession of the ball. I can vary tactics and adapt skills according to what is happening. I can choose the best tactics for attacking and defending. I can catch with one hand.	I can throw a variety of objects, changing my action. Y4: I can sprint over a short distance. I can throw in different ways. I can hit a target. I can jump in different ways. I can combine running and jumping. I can run over a long distance.

Year B 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. Pupils should be taught to: swim competently, confidently and proficiently over a distance of at least 25 metres; use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]; perform safe self-rescue in different water-based situations.	Gym Y3: I can use a greater number of my own ideas for movement in response to a task. I can explain how strength and suppleness affect performances. I can compare and contrast gymnastic sequences, commenting on similarities and differences. I can work in a controlled way. I can adapt sequences to suit different apparatus. Y4: I can include change of speed. I can include change of direction. I can include a range of shapes. I can follow a set of 'rules' to produce a sequence. I can combine action, balance and shape. I can work with a partner to create, repeat and improve a sequence with at least three phases. OAA Y3: I can follow a map in a familiar context. I can move from one location to another following a map. I can use clues to follow a route.	Dance Y3: I can improvise freely, translating ideas from a stimulus into movement. I can share and create phrases with a partner and in small groups. I can repeat, remember and perform these phrases in a dance. I can use dance to communicate an idea. I can take the lead when working with a partner or group. Y4: I can work on my movements and refine them. I can compose my own dances in a creative and imaginative way. My movements are controlled. I can make sure my dance moves are clear and fluent. Swimming – see below Games – net/wall Y3: I can throw and catch with control when under limited pressure. I know and use rules fairly to keep games going.	Games – strike/field Y3: I can throw and catch with control when under limited pressure. I know and use rules fairly to keep games going. I can keep possession with some success when using equipment that is not used for throwing and catching skills. I am aware of space and use it to support team mates and cause problems for the opposition. Y4: I can hit a ball accurately and with control. I can keep possession of the ball. I can vary tactics and adapt skills according to what is happening. I can choose the best tactics for attacking and defending. I can catch with one hand. Athletics Y3: I can run at fast, medium and slow speeds, changing speed and direction. I can make up and repeat a short sequence of linked jumps.
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	I can follow a route accurately, safely and within a time limit. Y4: I can follow a map in a more demanding familiar context. I can move from one location to another following a map. I can use clues to follow a route. I can follow a route accurately, safely and within a time limit. Games – invasion Y3: I can throw and catch with control when under limited pressure. I know and use rules fairly to keep games going. I can keep possession with some success when using equipment that is not used for throwing and catching skills. I am aware of space and use it to support team mates and cause problems for the opposition. Y4: I can hit a ball accurately and with control. I can keep possession of the ball. I can vary tactics and adapt skills according to what is happening. I can choose the best tactics for attacking and defending. I can catch with one hand.	I can keep possession with some success when using equipment that is not used for throwing and catching skills. I am aware of space and use it to support team mates and cause problems for the opposition. Y4: I can hit a ball accurately and with control. I can keep possession of the ball. I can vary tactics and adapt skills according to what is happening. I can choose the best tactics for attacking and defending. I can catch with one hand.	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. Y4: I can sprint over a short distance. I can throw in different ways. I can hit a target. I can jump in different ways. I can combine running and jumping. I can run over a long distance.
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Year 5/6	Autumn	Spring	Summer
Year A 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. Pupils should be taught to: swim competently, confidently and proficiently over a distance of at least 25 metres; use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]; perform safe self-rescue in different water-based situations.	Gym Y5: I can make complex or extended sequences. I can perform consistently to different audiences. My movements are accurate, clear and consistent. Y6: I can combine my own work with that of others. I can link my sequences to specific timings. OAA Y5: I can follow a map in an unknown location. I can use clues and compass directions to navigate a route. I can change my route if there is a problem. I can change my plan if I get new information. Y6: I can plan a route and series of clues for someone else. I can plan with others taking account of safety and danger. Games – invasion Y5: I can gain possession by working as a team. I can pass in different ways.	Dance Y5: I can perform to an accompaniment, expressively and sensitively. My movements are controlled. My dance shows clarity, fluency, accuracy and consistency. Y6: I can develop imaginative dances in a specific style. I can choose my own music, style and dance. Games – net/wall Y5: I can work alone or as part of a team. I can hit/return in different ways. I can use forehand and backhand with a racquet. I can use a number of techniques to hit, return, control. Y6: I can explain complicated rules. I can make a team plan and communicate it to others. I can lead others in a game situation. I can umpire.	Games – strike/field Y5: I can work alone or as part of a team I can throw/hit in different ways. I can use different techniques to hit. I can field. Y6: I can explain complicated rules. I can make a team plan and communicate it to others. I can lead others in a game situation. I can umpire. Athletics Y5: I am controlled when taking off and landing in a jump. I can throw with accuracy. I can follow specific rules. Y6: I can demonstrate stamina. I can use my skills in different situations. Swimming - see below

	I can use forehand and backhand with a racquet. I can field. I can use a number of techniques to pass, dribble and shoot. Y6: I can explain complicated rules. I can make a team plan and communicate it to others. I can lead others in a game situation. I can umpire. (e.g. in a term which is 14 weeks: 4 gym, 4 oaa, 6 games)		
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Year B 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. Pupils should be taught to: swim competently, confidently and proficiently over a distance of at least 25 metres; use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]; perform safe self-rescue in different water-based situations.	Gym Y5: I can make complex or extended sequences. I can perform consistently to different audiences. My movements are accurate, clear and consistent. Y6: I can combine my own work with that of others. I can link my sequences to specific timings. OAA Y5: I can follow a map in an unknown location. I can use clues and compass directions to navigate a route. I can change my route if there is a problem. I can change my plan if I get new information. Y6: I can plan a route and series of clues for someone else. I can plan with others taking account of safety and danger. Games – invasion	Dance Y5: I can perform to an accompaniment, expressively and sensitively. My movements are controlled. My dance shows clarity, fluency, accuracy and consistency. Y6: I can develop imaginative dances in a specific style. I can choose my own music, style and dance. Games – net/wall Y5: I can work alone or as part of a team. I can hit/return in different ways. I can use forehand and backhand with a racquet. I can use a number of techniques to hit, return, control. Y6: I can explain complicated rules. I can make a team plan and communicate it to others. I can lead others in a game situation. I can umpire/referee.	Games – strike/field Y5: I can work alone or as part of a team I can throw/hit in different ways. I can use different techniques to hit. I can field. Y6: I can explain complicated rules. I can make a team plan and communicate it to others. I can lead others in a game situation. I can umpire. Athletics Y5: I am controlled when taking off and landing in a jump. I can throw with accuracy. I can follow specific rules. Y6: I can demonstrate stamina. I can use my skills in different situations. Swimming – see below
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	Y5: I can gain possession by working as a team. I can pass in different ways. I can use a number of techniques to pass, dribble and shoot. Y6: I can explain complicated rules. I can make a team plan and communicate it to others. I can lead others in a game situation. I can umpire/referee. (e.g. in a term which is 14 weeks: 4 gym, 4 oaa, 6 games)		
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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.

<u>Skills</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Health and fitness	I can explain why it is important to warm up and cool down. I can identify some muscle groups used in gymnastic activities.	I can explain why warming up is important. I can explain why keeping fit is good for my health. I can explain what effect exercise has on my body.	I can explain some important safety principles when preparing for exercise. I can explain why exercise is important. I can choose appropriate warm ups and cool downs.	I can explain how the body reacts to different exercises. I can explain why we need regular and safe exercise.
Acquiring and developing skills.	I can select and use the most appropriate skills, actions or ideas. I can move and use actions with co-ordination and control. I can make up my own small sided game.	I can select and use the most appropriate skills, actions or ideas. I can make up my own small-sided game. I can show good control in my movements.	I can link skills, techniques and ideas and apply them accurately and appropriately. I can show good control in my movements.	I can apply my skills, techniques and ideas consistently. I can show precision, control and fluency.
Evaluating and improving	I can explain how my work is similar and different from that of others. I can use my observations to improve my work.	I can compare and comment on skills, techniques and ideas that I and others have used. I can modify use of skills or techniques to improve my work.	I can analyse and explain why I have used specific skills or techniques. I can create my own success criteria for evaluating.	Pupils should be taught to compare their performances with previous ones to achieve their personal best.

Swimming	Keystage 1 low attainers I can jump in with help. I can swivel enter the pool. I can blow bubbles at the surface. I can swim 5m with aids (front/back). I can perform a star float with aids.	Keystage 1 low attainers I can jump in on my own. I can submerge completely. I can swim 5m without aids. I can perform a star float without aids. I can push and glide on my front.	Keystage 1 high attainers I can push and glide on my front and back. I can swim 10m or more with a fair stroke action on my front and back. I can perform a star float on my front and back. I can pick an object off the bottom of the pool.
Swimming	Keystage 2 low attainers I can swim between 25 and 50metres unaided. I can keep swimming for 30 to 45 seconds, using swimming aids and support I can use a variety of basic arm and leg actions when on my front and on my back. I can swim on the surface and lower myself under water. I can take part in group problem-solving activities on personal survival. I can recognise how my body reacts and feels when swimming.	Keystage 2 middle attainers I can swim between 50 and 100 metres and keep swimming for 45 to 90 seconds? I can use 3 different strokes, swimming on my front and back. I can control my breathing. I can swim confidently and fluently on the surface and under water. I can work well in groups to solve specific problems and challenges, sharing out the work fairly. I can recognise how swimming affects my body, and pace my efforts to meet different challenges.	Keystage 2 high attainers I can swim further than 100 metres? I can swim fluently and confidently for over 90 seconds. I can use all 3 strokes with control. I can swim short distances using butterfly. I can breathe so that the pattern of my swimming is not interrupted. I can perform a wide range of personal survival techniques confidently. I know what the different tasks demand of my body and pace my efforts well to meet challenges.

	I can recognise and concentrate on what I need to improve.	I can suggest activities and practices to help improve my own performance.	I can describe good swimming technique and show and explain it to others.
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