

Arena PE Curriculum Provision Map – Learning outcomes and skills progression.

EYFS

| Activity | Learning Outcome | Skills |
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| EYFS Fundamentals 1 | I can begin to use the skills I have learned to jump and bound, run and move in different directions and balance in different shapes. | Move with confidence, travel in different ways with control and co-ordination. |
| EYFS Fundamentals 2 | I can take part in an agility course using the skills I have learnt to bound, hop, jump and skip – I can take turns with other children | Jump in different ways, show control and co-ordination, recognise what happens to their bodies during exercise. |
| EYFS Games 1 | I can begin to use the skills I have learned to start and stop, move in different directions, balance in different shapes, bounce and pass a ball in a small game situation. | Move confidently, change direction and speed avoiding collisions, stop quickly. |
| EYFS Games 2 | I can use the skills I have learnt to bounce a ball over a line in a game. | Move with increasing control and co-ordination, use a range of small equipment, carry and control equipment, familiarization, begin to work with a partner. Controlling a ball, steering a ball, use a small range of equipment, |

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| Fundamental Athletics 1 | I can take part in a mini Olympic Activity Circuit to show that can run, throw and jump with support. | ELG - Moving and handling: Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. |
| Fundamental Athletics 2 | I can run, throw and jump with a little prompting. | Eye-hand co-ordination and control, spatial awareness, striking with different body parts |
| EYFS Gymnastics 1 | I can show a variety of actions using the floor and where appropriate, the apparatus, such as; walking, running, slithering, sliding, jumping, galloping, rolling, skipping, hopping, sidestep balancing and climbing. | Ability to listen and observe, show an awareness of space for themselves and others. |
| Dance – Under the Sea | I can create and perform a short dance based on creatures under the sea. | To be able to choose different ways of moving isolated body parts and linking these together. To travel using isolated body parts – back, stomach, bottom and feet. |
| Dance – Fairy Tales | I can move in a range of ways to perform a motif. | To link symmetrical body shapes and movements To link asymmetrical body parts and movements |

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| Dance - Toys | I can move in a range of ways to perform a motif. | To show different levels in movement of whole body and isolated body parts. To show different levels in travelling moves To change the direction of travel of isolated body parts to include balance |
| EYFS Gymnastics 2 | I can show control and coordination in my actions. I can find a space. | To change and link together directions of travel using apparatus. To move slowly showing strength and tension in muscles To move with speed to show agility. |
| Striking and Fielding | I can you begin to use the skills I have learned to underarm throw, overarm throw, dribble using a uni hoc stick and strike a ball using a tennis racket. | ELG - Moving and handling: Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. |
| EYFS Health and Active Lifestyle Assessment Healthy Hearts | ELG - Children know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. | |
| Self Confidence and Self Awareness Healthy minds | ELG - Children are confident to try new activities, and to say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help. | |

Year 1

| Activity | Learning Outcome | Skills |
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| Year 1 Games 1 | I can use the skills I have learned to roll, throw, catch, strike and kick a ball in a small game situation. | Be confident and safe in the spaces used to play games. Explore and use skills, actions and ideas individually and in combination to suit the game they are playing. Choose and use skills effectively for particular games |
| KS1 Fundamentals | I can begin to use the skills I have learned to jump and bound, run, move in different directions and balance in different shapes. | Explore and use skills, actions and ideas individually and in combination to suit the game they are playing. Watch, copy and describe what others are doing. Describe what they are doing. Know that being active is good for them and fun. |
| Dance – Animals | I can recall and perform a dance based on Animals. I can describe the work of others. | Explore movement ideas and respond imaginatively to a range of stimuli. Move confidently and safely in their own and general space, using changes of speed, level and direction. Compose and link movement to make simple dances with clear beginnings, middles and ends perform movement phrases using a range of body actions and body parts. Talk about dance ideas inspired by different stimuli. Copy, watch and describe dance movement Recognise how their body feels when still and exercising |
| Swimming – Based on water skills 1 | I can enter the water safely and correctly from either the pool side or the steps I can move freely across the pool in any direction. I can half submerge the face in the water and blow bubbles for 3 seconds. | Make a supervised safe entry into the water Develop confidence through water games Understand how to stay safe in the water Blow bubbles in the water Regain standing position Submerge partially/fully on the water |

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| KS1 Athletics 1 | I can demonstrate the skills I have learned, to throw jump and run in a competitive situation. | Remember, repeat and link combinations of actions. Use their bodies and a variety of equipment with greater control and coordination. |
| KS1 Striking and Fielding 1 | I can begin to use the skills I have learned to bowl, roll, throw, catch, strike and hit a ball in a small game situation. | Be confident and safe in the spaces used to play games. Explore and use skills, actions and ideas individually and in combination to suit the game they are playing. Choose and use skills effectively for particular games. |
| Dance - Dinosaurs | I can create and perform a short dance based on dinosaurs. I can make sure I have a start and finish in my dance. | Explore movement ideas and respond imaginatively to a range of stimuli. Move confidently and safely in their own and general space, using changes of speed, level and direction. Compose and link movement to make simple dances with clear beginnings, middles and ends. Perform movement phrases using a range of body actions and body parts. Talk about dance ideas inspired by different stimuli. Copy, watch and describe dance movement. Recognise how their body feels when still and exercising. |
| Year 1 Games 2 | I can use the skills I have learnt over this term (bouncing, dribbling, passing and receiving) and apply them to a Basketball game. | Be confident and safe in the spaces used to play games. Explore and use skills, actions and ideas individually and in combination to suit the game they are playing. Watch, copy and describe what others are doing. Describe what they are doing. Know that being active is good for them and fun. |
| Gymnastics – Basic Skills | I can choose 2 - 4 different gymnastic actions and link these together, so that I do one after the other, using the floor and apparatus. I can make a | Explore gymnastics actions and still shapes. Move confidently and safely in their own and general space, using change of speed and direction. Copy or create and link movement phrases with beginnings, middles and ends. |

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| | <p>shape at the beginning and the end of my movements. (Start and finish positions).</p> | <p>Perform movement phrases using a range of body actions and body parts. Know how to carry and place apparatus. Recognise how their body feels when still and when exercising. Watch copy and describe what they and others have done.</p> |
| Gymnastics Stretching and Curling | <p>I can create a gymnastic sequence using the floor and apparatus of 4 different actions in which I can show stretched and curled actions. I can include a start and finish position.</p> | <p>Explore gymnastics actions and still shapes. Move confidently and safely in their own and general space, using change of speed and direction. Copy or create and link movement phrases with beginnings, middles and ends. Perform movement phrases using a range of body actions and body parts. Know how to carry and place apparatus. Recognise how their body feels when still and when exercising. Watch copy and describe what they and others have done.</p> |
| KS1 Athletics 2 | <p>I am beginning to increase the distance I can jump by improving my technique and I can hop, jump and leap</p> | <p>Remember, repeat and link combinations of actions. Use their bodies and a variety of equipment with greater control and coordination. Use their bodies and a variety of equipment with greater control and coordination.</p> |
| KS1 Net and Wall 1 | <p>I can begin to use the skills I have learned to play a competitive game. (ready position, volley, return the ball).</p> | <p>Explore and use skills, actions and ideas individually and in combination to suit the game they are playing. Watch, copy and describe what others are doing. Describe what they are doing. Know that being active is good for them and fun. Choose and use skills effectively for particular games. Know that being active is good for them and fun.</p> |
| Year 1 Health and Active Lifestyle Assessment | <ul style="list-style-type: none"> • I am active daily and I take part in playground activities. • I know the names of 2 games which I can play which make me out of breath | |

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| Self Confidence and Self Awareness | <ul style="list-style-type: none">• I can follow instructions and play safely with others.• I can describe my own work in PE. |
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Year 2

| Activity | Learning Outcome | Skills |
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| KS1 Games 3 | I can use my throwing skills to play a Frisbee golf game as in the pupil challenge. | <p>Improve the way they coordinate and control their bodies and a range of equipment.</p> <p>Remember, repeat and link combinations of skills.</p> <p>Choose, use and vary simple tactics.</p> <p>Recognise and describe what their bodies feel like during different types of activity.</p> |
| Football | I can play a mini soccer game and I am beginning to understand attack and defence. | <p>Improve the way they coordinate and control their bodies and a range of equipment.</p> <p>Remember, repeat and link combinations of skills.</p> <p>Choose, use and vary simple tactics.</p> <p>Recognise good quality in performance.</p> <p>Use information to improve their work.</p> |
| Swimming – Based on water skills 1 | <p>I can travel a minimum distance of 5m on my front with a float.</p> <p>I can travel a minimum distance of 5m on my back with a float.</p> <p>I can propel a floating object for 3m by any method.</p> | <p>Understand water safety</p> <p>Develop Water confidence</p> <p>Learn how to float with an aid</p> <p>Push and glide with a float</p> <p>Practice arm action standing in shallow water</p> |
| KS1 Games 4 | I can send, receive and steer a ball in a game situation. | <p>Improve the way they coordinate and control their bodies and a range of equipment.</p> <p>Remember, repeat and link combinations of skills.</p> <p>Choose, use and vary simple tactics.</p> <p>Recognise and describe what their bodies feel like during different types of activity.</p> <p>Recognise good quality in performance.</p> <p>Use information to improve their work.</p> |

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| KS1 Athletics 1 | I can demonstrate the skills I have learned in a competitive situation. | Remember, repeat and link combinations of actions. Use their bodies and a variety of equipment with greater control and coordination. Use their bodies and a variety of equipment with greater control and coordination. Recognise and describe what their bodies feel like during different types of activity. Watch, copy and describe what they and others have done. |
| OAA | I can work with a partner to complete an orienteering course of 10 controls on a playground. I can work in a group to cross an imaginary river safely. I can use only the equipment on the river bank to help me and work as part of a team. | Recognise their own space. Explore finding different places. Follow simple routes and trails, orientating themselves successfully. Solve simple challenges and problems successfully. Recognise and describe how their body feels during exercise. Observe what they and others have done and use their observations to improve their performance. |
| Gymnastics - Directions and Pathways | I can join together four actions showing different pathways and moving in different directions. I can either, start on the floor and finish on the apparatus or start on the apparatus and finish on the floor. | Remember, repeat and link combinations of gymnastic actions, body shapes and balances with control and precision. Choose, use and vary simple compositional ideas in the sequences they create and perform. Choose, use and vary simple compositional ideas in the sequences they create and perform. Recognise and describe what their bodies feel like during different types of activity. Lift, move and place equipment safely. Improve their work using information they have gained by watching, listening and investigating. |

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| Dance – Celebrations | I can practice and perform a dance based on celebrations. I can work with a partner, using levels and travel actions in my dance. | <p>Explore, remember, repeat and link a range of actions with co-ordination, control and an awareness of the expressive qualities of dance.</p> <p>Compose and perform dance phrases and short dances that express and communicate moods, ideas and feelings choosing and varying simple compositional ideas.</p> <p>Recognise and describe how different dance activities make them feel.</p> <p>Understand the importance of warming up and cooling down.</p> <p>Watch and describe dance phrases and dances and use what they learn to improve their own work.</p> |
| Gymnastics – Travelling and Jumping | <p>I can choose 2-4 different gymnastic actions. I can include a jump in my sequence.</p> <p>I can link these together, so I do one after the other, using the floor and apparatus.</p> <p>I can make a shape at the beginning and the end of my movements. (Start and finish positions)</p> | <p>Remember, repeat and link combinations of gymnastic actions, body shapes and balances with control and precision.</p> <p>Choose, use and vary simple compositional ideas in the sequences they create and perform.</p> <p>Choose, use and vary simple compositional ideas in the sequences they create and perform.</p> <p>Recognise and describe what their bodies feel like during different types of activity.</p> <p>Lift, move and place equipment safely.</p> <p>Improve their work using information they have gained by watching, listening and investigating.</p> |

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| Dance - Antarctica | I can recall and perform most of the dance on Antarctica making some comments on others work. | <p>Explore, remember, repeat and link a range of actions with co-ordination, control and an awareness of the expressive qualities of dance.</p> <p>Compose and perform dance phrases and short dances that express and communicate moods, ideas and feelings choosing and varying simple compositional ideas.</p> <p>Recognise and describe how different dance activities make them feel.</p> <p>Understand the importance of warming up and cooling down.</p> <p>Watch and describe dance phrases and dances and use what they learn to improve their own work.</p> |
| KS1 Athletics 2 | I can increase the distance I can jump by improving my technique and I can link a hop, jump and leap together. I am beginning to use my arms to help increase distance, my head for balance and my legs for a good take-off and landing | <p>Remember, repeat and link combinations of actions.</p> <p>Use their bodies and a variety of equipment with greater control and coordination.</p> <p>Use their bodies and a variety of equipment with greater control and coordination.</p> <p>Recognise and describe what their bodies feel like during different types of activity.</p> <p>Watch, copy and describe what they and others have done.</p> |
| Cricket | I can play a cricket game using the following skills: hit the ball a range of distances off a batting tee. I can bowl a ball underarm or overarm towards a target a designated area, allowing the ball to bounce once. I can stop the ball and throw back to the bowler or a set of stumps. | <p>Improve the way they coordinate and control their bodies and a range of equipment.</p> <p>Remember, repeat and link combinations of skills.</p> <p>Choose, use and vary simple tactics.</p> <p>Recognise and describe what their bodies feel like during different types of activity.</p> <p>Recognise good quality in performance.</p> <p>Use information to improve their work.</p> |

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| Year 2 Health and Active Lifestyle Assessment | <ul style="list-style-type: none">• I am active daily and I take part in physical activities with my family.• I know the difference between healthy foods and unhealthy foods. |
| Self Confidence and Self Awareness | <ul style="list-style-type: none">• I can describe my actions and those of others using simple terms. |

Year 3

| Activity | Learning Outcome | Skills |
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| Football | <p>I can play in a small football game, making some effective decisions during play.</p> <p>I can dribble the ball close to my body and pass and receive the ball with control.</p> | <p>Consolidate and improve the quality of their techniques and their ability to link movements.</p> <p>Develop the range and consistency of their skills in all games.</p> <p>Improve their ability to choose and use simple tactics and strategies.</p> <p>Know and describe the short-term effects of different exercise activities on the body.</p> <p>Know how to improve stamina.</p> <p>Begin to understand the importance of warming up.</p> <p>Recognise good performance and identify the parts of a performance that need improving.</p> <p>Use what they have learned to improve their work.</p> |
| Dance - Machines | <p>I can create and perform a dance which has 3 sections within it.</p> <p>I can include an action - reaction element to my dance.</p> <p>I can include unison and canon within my dance.</p> | <p>Improvise freely on their own and with a partner, translating ideas from a stimulus into movement.</p> <p>Create and link dance phrases using a simple dance structure or motif.</p> <p>Perform dances with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups.</p> <p>Keep up activity over a period of time and know they need to warm up and cool down for dance.</p> <p>Describe and evaluate some of the compositional features of dances performed with a partner and in a group.</p> <p>Talk about how they might improve their dances.</p> |
| Netball | <p>I can demonstrate some footwork, shooting, passing and receiving, finding a space and positions skills in a game of High 5 Netball.</p> | <p>Consolidate and improve the quality of their techniques and their ability to link movements.</p> <p>Develop the range and consistency of their skills in all games.</p> <p>Improve their ability to choose and use simple tactics and strategies.</p> |

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| | | <p>Know and describe the short-term effects of different exercise activities on the body.</p> <p>Know how to improve stamina.</p> <p>Begin to understand the importance of warming up.</p> <p>Recognise good performance and identify the parts of a performance that need improving.</p> <p>Use what they have learned to improve their work.</p> |
| Hockey | I can control the ball whilst moving and pass and receive it in a game situation. | <p>Consolidate and improve the quality of their techniques and their ability to link movements.</p> <p>Develop the range and consistency of their skills in all games.</p> <p>Improve their ability to choose and use simple tactics and strategies.</p> <p>Know and describe the short-term effects of different exercise activities on the body.</p> <p>Know how to improve stamina.</p> <p>Begin to understand the importance of warming up.</p> <p>Recognise good performance and identify the parts of a performance that need improving.</p> <p>Use what they have learned to improve their work.</p> |
| Athletics 3 | I can sprint using an effective arm action. I can pass and receive a baton successfully. I can select a jump for distance, driving arms and legs to gain height. I can throw balls in a variety of ways with increasing accuracy. | <p>Consolidate and improve the quality, range and consistency of the techniques they use for particular activities.</p> <p>Develop their ability to choose and use simple tactics and strategies in different situations.</p> <p>Know, measure and describe the short-term effects of exercise on the body.</p> <p>Describe and evaluate the effectiveness of performances, and recognise aspects of performances that need improving.</p> |
| Cricket | I can play a cricket game using the following skills: hit the ball a range of distances off a batting tee. I can bowl a ball underarm or overarm towards a target a designated area, allowing the | <p>Consolidate and improve the quality of their techniques and their ability to link movements.</p> <p>Develop the range and consistency of their skills in all games.</p> <p>Improve their ability to choose and use simple tactics and strategies.</p> |

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| | <p>ball to bounce once. I know how runs are scored in cricket.</p> | <p>Keep, adapt and make rules for striking and fielding and net games. Know and describe the short-term effects of different exercise activities on the body. Know how to improve stamina. Begin to understand the importance of warming up. Recognise good performance and identify the parts of a performance that need improving. Use what they have learned to improve their work.</p> |
| Tag Rugby | <p>I can run with the ball at speed, dodging tackles and passing with accuracy.</p> | <p>Consolidate and improve the quality of their techniques and their ability to link movements. Develop the range and consistency of their skills in all games. Improve their ability to choose and use simple tactics and strategies. Know and describe the short-term effects of different exercise activities on the body. Know how to improve stamina. Begin to understand the importance of warming up. Recognise good performance and identify the parts of a performance that need improving. Use what they have learned to improve their work.</p> |
| Swimming Based on water skills 2 | <p>I can swim 1 width on the front with a float with both arms outstretched in front.</p> <p>I can swim 1 width on the back with a float, using a straight leg action kick.</p> <p>I can swim 1 width on the front with a float, using a breaststroke style leg action.</p> | <p>Understand water safety Develop confidence in swimming up to 5 metres Enter and exit the water safely and confidently from the pool side. Develop arm action standing in shallow water Develop whole stroke within reaching distance of pool side Develop the use of breast stroke leg action using a float</p> |

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| Gymnastics - Flight | I can make up a sequence of 6 - 8 actions that link together using the floor and apparatus. I can show contrasting shapes, actions and travelling movements within a sequence. I can show different levels in a sequence. | <p>Consolidate and improve the quality of their actions, body shapes and balances, and their ability to link movements. Improve their ability to select appropriate actions and use simple compositional ideas.</p> <p>Recognise and describe the short term effects of exercise on the body during different activities.</p> <p>Know the importance of suppleness and strength.</p> <p>Describe and evaluate the effectiveness and quality of a performance.</p> <p>Recognise how their own performance has improved.</p> |
| Dance – Weather | I can perform a longer sequence of moves. I can describe my own work and others. | <p>Improvise freely on their own and with a partner, translating ideas from a stimulus into movement.</p> <p>Create and link dance phrases using a simple dance structure or motif.</p> <p>Perform dances with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups.</p> <p>Keep up activity over a period of time and know they need to warm up and cool down for dance.</p> <p>Describe and evaluate some of the compositional features of dances performed with a partner and in a group.</p> <p>Talk about how they might improve their dances.</p> |
| Athletics 4 | I can participate in an athletics competition and am trying to improve my sprinting, jumping and throwing skills | <p>Consolidate and improve the quality, range and consistency of the techniques they use for particular activities.</p> <p>Develop their ability to choose and use simple tactics and strategies in different situations.</p> <p>Know, measure and describe the short-term effects of exercise on the body.</p> <p>Describe how the body reacts to different types of activity.</p> <p>Describe and evaluate the effectiveness of performances, and recognise aspects of performances that need improving.</p> |

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| Striking and Fielding | <p>I can use the following skills to play a striking and fielding game. I can throw a ball overhand and stop a ball passing when fielding, and hit a ball at different distances.</p> | <p>Consolidate and improve the quality of their techniques and their ability to link movements. Develop the range and consistency of their skills in all games. Improve their ability to choose and use simple tactics and strategies. Keep, adapt and make rules for striking and fielding and net games. Know and describe the short-term effects of different exercise activities on the body. Know how to improve stamina. Begin to understand the importance of warming up. Recognise good performance and identify the parts of a performance that need improving. Use what they have learned to improve their work.</p> |
| Year 3 Health and Active Lifestyle Assessment | <ul style="list-style-type: none"> • I am active for at least 60 minutes daily and I take part in a range of different activities. • I can make myself out of breath and make my heart beat faster. | |
| Self Confidence and Self Awareness | <ul style="list-style-type: none"> • I am beginning to help set up equipment safely. • I can play co-operatively with other children. | |

Year 4

| Activity | Learning Outcome | Skills |
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| Dance - Rainforests | I can create and perform a dance about a rainforest as a class. I can perform all the sections of the dance remembering the order. I can describe and comment on others work explaining what I like and dislike and why. | Explore and create characters and narratives in response to a range of stimuli. Use simple choreographic principles to create motifs and narrative. Perform complex dance phrases and dances that communicate character and narrative. Know and describe what you need to do to warm up and cool down for dance. Describe, interpret and evaluate their own and others' dances, taking account of character and narrative. |
| Football | I can make good decisions of when to attack and defend. I can pass and receive the ball with control to keep possession, dribble the ball at speed and be aware of space to support teammates. | Develop the range and consistency of their skills in all games. Use and adapt tactics in different situations. Devise and use rules. Recognise which activities help their speed, strength and stamina and know when they are important in games. Recognise how specific activities affect their bodies. Explain their ideas and plans. Recognise aspects of their work that need improving. Suggest practices to improve their play. |
| Dance – Shake, Rock and Roll | I can create and perform a dance about rocks, soils and volcanoes on my own, as a pair or as part of a small group. I can create and perform a dance which has 3 sections within it. I can perform movements so that I start and finish at the same time as my friends. I can include unison and canon within my dance. | Explore and create characters and narratives in response to a range of stimuli. Use simple choreographic principles to create motifs and narrative. Perform complex dance phrases and dances that communicate character and narrative. Know and describe what you need to do to warm up and cool down for dance. Describe, interpret and evaluate their own and others' dances, taking account of character and narrative. |

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| Swimming Based on water skills 3 | <p>I can swim 10m on the front using a reasonable technique and a recognised arm recovery.</p> <p>I can Swim 10m on the back using reasonable technique and a recognised arm recovery.</p> <p>I can Swim at least 10m using 3 changes of direction without touching the side or pool bottom.</p> | <p>Start to develop stroke technique in front crawl and breast stroke.</p> <p>Fully submerge the face into the water and blow out for 3 seconds.</p> <p>Jump into the water, full reach depth in a recognised shape.</p> <p>Swim 10m without a pause and using any recognised stroke.</p> <p>Retrieve an object from the pool bottom using hands and feet.</p> <p>Tread water using arms and legs for at least 30 seconds.</p> |
| Athletics 3 | <p>I can sustain a sprint with a good arm/leg drive. I can pass/receive the baton successfully in a Shuttle relay race. I can combine a number of jumps with control, coordination and consistency. I can throw with accuracy at a target.</p> | <p>Consolidate and improve the quality, range and consistency of the techniques they use for particular activities.</p> <p>Develop their ability to choose and use simple tactics and strategies in different situations.</p> <p>Know, measure and describe the short-term effects of exercise on the body.</p> <p>Describe how the body reacts to different types of activity.</p> <p>Describe and evaluate the effectiveness of performances, and recognise aspects of performances that need improving.</p> |

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| Alternative Sports | I can play a competitive match/bout using a range of skills. I can use some attacking and defending tactics in a competitive environment. | <p>Develop the range and consistency of their skills in all games. Use and adapt tactics in different situations. Devise and use rules. Recognise which activities help their speed, strength and stamina and know when they are important in games. Recognise how specific activities affect their bodies. Explain their ideas and plans. Recognise aspects of their work that need improving. Suggest practices to improve their play. Keep, adapt and make rules for striking and fielding and net games.</p> |
| Basketball | I can move into space whilst dribbling a basketball and pass and receive a ball from a partner with accuracy in game 5v5 game of basketball | <p>Develop the range and consistency of their skills in all games. Use and adapt tactics in different situations. Devise and use rules. Recognise which activities help their speed, strength and stamina and know when they are important in games. Recognise how specific activities affect their bodies. Explain their ideas and plans. Recognise aspects of their work that need improving. Suggest practices to improve their play.</p> |
| Gymnastics – Asymmetry/Symmetry | <p>I can create a sequence of 6 - 8 elements using the floor and apparatus. I can name and include both symmetrical and asymmetrical elements and a start and finish position. I can show different levels in my sequence and perform with some body tension.</p> | <p>Develop the range of actions, body shapes and balances they include in a performance. Perform skills and actions more accurately and consistently. Create gymnastic sequences that meet a theme or set of conditions. Use compositional devices when creating their sequences, such as changes in speed, level and direction. Describe how the body reacts during different types of activity and how this affects the way they perform. Describe their own and others' work, making simple judgements about the quality of performances and suggesting ways they could be improved.</p> |

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| Netball | I can effectively demonstrate and apply footwork, shooting, passing and receiving, finding a space and positions skills, to play a game of High 5 Netball. | <p>Develop the range and consistency of their skills in all games. Use and adapt tactics in different situations. Devise and use rules. Recognise which activities help their speed, strength and stamina and know when they are important in games. Recognise how specific activities affect their bodies. Explain their ideas and plans. Recognise aspects of their work that need improving. Suggest practices to improve their play.</p> |
| OAA | <p>I can complete the course using my map to find the controls. I can work cooperatively with my partner / group to complete the challenges.</p> | <p>Develop the range and consistency of their skills and work with others to solve challenges. Choose and apply strategies and skills to meet the requirements of a task or challenge. Recognise the effect of different activities on the body and to prepare for them physically. Work safely. Describe and evaluate their own and others' performances, and identify areas that need improving.</p> |
| Athletics 4 | I can participate in an athletics competition demonstrating most of the skills I have learnt to improve my sprinting, jumping and throwing. | <p>Consolidate and improve the quality, range and consistency of the techniques they use for particular activities. Develop their ability to choose and use simple tactics and strategies in different situations. Know, measure and describe the short-term effects of exercise on the body. Describe how the body reacts to different types of activity. Describe and evaluate the effectiveness of performances, and recognise aspects of performances that need improving.</p> |

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| Tennis | <p>I can play a competitive tennis game using the following skills: to control a tennis ball with a tennis racket, to play a forehand and backhand tennis shot, be able to serve consistently into an area and use some tactics in gameplay.</p> | <p>Develop the range and consistency of their skills in all games. Use and adapt tactics in different situations. Devise and use rules. Recognise which activities help their speed, strength and stamina and know when they are important in games. Recognise how specific activities affect their bodies. Explain their ideas and plans. Recognise aspects of their work that need improving. Suggest practices to improve their play. Keep, adapt and make rules for striking and fielding and net games.</p> |
| Year 4 Health and Active Lifestyle Assessment | <ul style="list-style-type: none"> • I am active for at least 60 minutes daily I take part in sporting activities at lunch time. • I know why it is important to be active and eat regularly. | |
| Self Confidence and Self Awareness | <ul style="list-style-type: none"> • I am taking some responsibility for managing myself and equipment safely. • I know how my work is similar and different from others work, and how to improve my performance. | |

Year 5

| Activity | Learning Outcome | Skills |
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| Netball | I can play a game of High 5 Netball applying some of the skills such as: footwork, accurate passing and shooting, moving into a space, positions and roles. | Develop a broader range of techniques and skills for attacking and defending. Develop consistency in their skills. Know and apply the basic strategic and tactical principles of attack, and to adapt them to different situations. Choose and apply skills more consistently in all activities. Know and understand the basic principles of warming up, and understand why it is important for a good-quality performance. Understand why exercise is good for their fitness, health and wellbeing. Choose and use information to evaluate their own and others' work. Suggest improvements in own and others' performances. |
| Football | I can decide which player it is best to pass the ball to so I can keep possession and I can you explain formation. | Develop a broader range of techniques and skills for attacking and defending. Develop consistency in their skills. Know and apply the basic strategic and tactical principles of attack, and to adapt them to different situations. Choose and apply skills more consistently in all activities. Know and understand the basic principles of warming up, and understand why it is important for a good-quality performance. Understand why exercise is good for their fitness, health and wellbeing. Choose and use information to evaluate their own and others' work. Suggest improvements in own and others' performances. |

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| Tri Golf | I can play a golf course within 20 shots on the target number using some correct techniques. | <p>Develop consistency in their skills. Choose and apply skills more consistently in all activities. Know and understand the basic principles of warming up, and understand why it is important for a good-quality performance. Choose and use information to evaluate their own and others' work. Suggest improvements in own and others' performances.</p> |
| Dance – Romans | I can be part of a group dance sequence based on The Romans, playing an effective role in storytelling. | <p>Explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group. Compose dances by using adapting and developing steps, formations and patterning from different dance styles. Perform dances expressively, using a range of performance skills. Organise their own warm-up and cool-down activities to suit the dance. Show an understanding of why it is important to warm up and cool down. Describe, analyse, interpret and evaluate dances, showing an understanding of some aspects of style and context.</p> |
| Gymnastics – Partner Sequences | I can work with a partner to create and perform a sequence of 8-10 actions on the floor and apparatus? I can travel apart and sometimes together showing a range of gymnastic elements and including at least 2 partner balances. | <p>Perform actions, shapes and balances consistently and fluently in specific activities. Choose and apply basic compositional ideas to the sequences they create, and adapt them to new situations. Know and understand the basic principles of warming up and why it is important for good quality performance. Understand why physical activity is good for their health. Choose and use information and basic criteria to evaluate their own and others' work.</p> |

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| Athletics 5 | <p>I can run using a good knee lift.</p> <p>I can throw a variety of different implements with increasing distances and long jump by taking off on one foot and landing with both.</p> | <p>Develop the consistency of their actions in a number of events.</p> <p>Increase the number of techniques they use.</p> <p>Choose appropriate techniques for specific events.</p> <p>Understand the basic principles of warming up.</p> <p>Understand why exercise is good for fitness, health and wellbeing.</p> <p>Evaluate their own and others' work and suggest ways to improve it.</p> |
| Striking and Fielding | <p>I can hit the ball a range of distances and bowl a ball underarm consistently into a designated area, allowing the ball to bounce once. I can stop the ball and throw over arm towards the bowler at the stumps.</p> | <p>Develop consistency in their skills.</p> <p>Know and apply the basic strategic and tactical principles of attack, and to adapt them to different situations.</p> <p>Choose and apply skills more consistently in all activities.</p> <p>Know and understand the basic principles of warming up, and understand why it is important for a good-quality performance.</p> <p>Understand why exercise is good for their fitness, health and wellbeing.</p> <p>Choose and use information to evaluate their own and others' work.</p> <p>Suggest improvements in own and others' performances.</p> |
| Hockey | <p>I can control the ball whilst moving and pass and receive it in a game. I can involve teammates, running into space controlling and passing the ball accurately and looking for intercepting opportunities.</p> | <p>Develop a broader range of techniques and skills for attacking and defending.</p> <p>Develop consistency in their skills.</p> <p>Know and apply the basic strategic and tactical principles of attack, and to adapt them to different situations.</p> <p>Choose and apply skills more consistently in all activities.</p> <p>Know and understand the basic principles of warming up, and understand why it is important for a good-quality performance.</p> <p>Understand why exercise is good for their fitness, health and wellbeing.</p> |

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| | | <p>Choose and use information to evaluate their own and others' work.</p> <p>Suggest improvements in own and others' performances.</p> |
| Tag Rugby | <p>I can run forward with the ball and pass backwards to a player once tagged. I am beginning to evaluate my own performance and the performance of others.</p> | <p>Develop a broader range of techniques and skills for attacking and defending.</p> <p>Develop consistency in their skills.</p> <p>Know and apply the basic strategic and tactical principles of attack, and to adapt them to different situations.</p> <p>Choose and apply skills more consistently in all activities.</p> <p>Know and understand the basic principles of warming up, and understand why it is important for a good-quality performance.</p> <p>Understand why exercise is good for their fitness, health and wellbeing.</p> <p>Choose and use information to evaluate their own and others' work.</p> <p>Suggest improvements in own and others' performances.</p> |
| Swimming Based on water skills 4 | <p>I can swim front crawl for 1 width showing a good technique and arm recovery</p> <p>I can swim back crawl for 1 width showing a good technique and arm recovery.</p> <p>I can scull head first for a distance of 5m and return feet first.</p> | <p>Further development of stroke technique for 3 main strokes</p> <p>Jump into the water at full reach depth and swim a continuous 10m without holding the side or touching the pool bottom.</p> <p>Surface dive in the water showing good technique.</p> <p>Hold a stationary position by treading water with head up for 45 seconds.</p> <p>Start to develop early life saving skills eg. Enter the water of full reach depth / Tread water for 10 seconds / Followed by a 10m swim.</p> |

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| Athletics 6 | I can participate in an athletics competition and am trying to improve my sprinting, long distance running, jumping and throwing skills | <p>Develop the consistency of their actions in a number of events. Increase the number of techniques they use. Choose appropriate techniques for specific events. Understand the basic principles of warming up. Understand why exercise is good for fitness, health and wellbeing. Evaluate their own and others' work and suggest ways to improve it.</p> |
| Cricket | I can play a competitive cricket game using the following skills: hit the ball a range of distances and bowl a ball over or underarm consistently into a designated area, allowing the ball to bounce once. I can stop the ball and throw over arm towards the bowler at the stumps. | <p>Develop a broader range of techniques and skills for attacking and defending. Develop consistency in their skills. Know and apply the basic strategic and tactical principles of attack, and to adapt them to different situations. Choose and apply skills more consistently in all activities. Know and understand the basic principles of warming up, and understand why it is important for a good-quality performance. Understand why exercise is good for their fitness, health and wellbeing. Choose and use information to evaluate their own and others' work. Suggest improvements in own and others' performances.</p> |
| Year 5 Health and Active Lifestyle Assessment | <ul style="list-style-type: none"> • I am active for at least 60 minutes daily. I have taken part in a sports festival and I take part in lunchtime activities. • I can describe some activities that help me to strengthen my bones and muscles | |

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| <p>Self Confidence and Self Awareness</p> | <ul style="list-style-type: none">• I am able to take more responsibility in leading activities for others. |
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Year 6

| Activity | Learning Outcome | Skills |
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| Basketball | I can play in a 5 v 5 game using some of the skills I have learned | <p>Choose, combine and perform skills more fluently and effectively in invasion games.</p> <p>Understand, choose and apply a range of tactics and strategies for defence and attack.</p> <p>Use these tactics and strategies more consistently in similar games.</p> <p>Understand why exercise is good for their fitness, health and wellbeing.</p> <p>Understand the need to prepare properly for games.</p> <p>Develop their ability to evaluate their own and others' work, and to suggest ways to improve it.</p> <p>Know why warming up and cooling down are important.</p> |
| Football | I can decide when it is best to pass around the defenders or take them on, and I can play a position in a team. | <p>Choose, combine and perform skills more fluently and effectively in invasion games.</p> <p>Understand, choose and apply a range of tactics and strategies for defence and attack.</p> <p>Use these tactics and strategies more consistently in similar games.</p> <p>Understand why exercise is good for their fitness, health and wellbeing.</p> <p>Understand the need to prepare properly for games.</p> <p>Develop their ability to evaluate their own and others' work, and to suggest ways to improve it.</p> <p>Know why warming up and cooling down are important.</p> |

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| Tennis | I can play a competitive tennis game using the following skills: to play a forehand and backhand tennis shot in a match, be able to overhead pop and push serve, to be able to volley and use some tactics in gameplay for both singles and doubles matches. | Choose, combine and perform skills more fluently and effectively in net games. Understand, choose and apply a range of tactics and strategies for defence and attack. Understand why exercise is good for their fitness, health and wellbeing. Understand the need to prepare properly for games. Develop their ability to evaluate their own and others' work, and to suggest ways to improve it. Know why warming up and cooling down are important. |
| Handball | I can play a competitive Handball game using the following skills: to pass and receive a ball under pressure and in a match situation at times, to be able to run with the ball in a match, be able to use some attacking and defending tactics in gameplay. | Choose, combine and perform skills more fluently and effectively in invasion games. Understand, choose and apply a range of tactics and strategies for defence and attack. Use these tactics and strategies more consistently in similar games. Understand why exercise is good for their fitness, health and wellbeing. Understand the need to prepare properly for games. Develop their ability to evaluate their own and others' work, and to suggest ways to improve it. Know why warming up and cooling down are important. |
| OAA | I can take part in an orienteering competition using most of the skills that I have learned. I can work sensibly and collaboratively with your partner / group to achieve a safe outcome and be able to trust each other. | Develop and refine orienteering and problem-solving skills when working in groups and on their own. Decide what approach to use to meet the challenge set. Adapt their skills and understanding as they move from familiar to unfamiliar environments. Understand how the challenge of outdoor and adventurous activities can help their fitness, health and wellbeing. See the importance of a group or team plan, and the value of pooling ideas. Improve their performance by changing or adapting their approaches as needed. |

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| Athletics 5 | <p>I can sprint with a good knee lift and arm action and hurdle at speed. I can aim and throw a variety of different implements with accuracy and long jump by landing on both feet.</p> | <p>Develop the consistency of their actions in a number of events. Increase the number of techniques they use. Choose appropriate techniques for specific events. Understand the basic principles of warming up. Understand why exercise is good for fitness, health and wellbeing. Evaluate their own and others' work and suggest ways to improve it.</p> |
| Swimming – based on water skills 5 | <p>I can swim 25m front crawl.</p> <p>I can swim 1 length front crawl and follow with a strong push off from the pool side, on the back, using both feet and arms extended.</p> <p>I can retrieve an object from the pool bottom using both hands</p> | <p>Develop the skills to swim competently, confidently and proficiently over a distance of 25 metres Use a range of strokes effectively including front crawl, back crawl and breast stroke.</p> <p>Perform safe self -rescue in different water based – situations Tread water for 30 seconds followed by a 25m swim.</p> |
| Dance - Communication | <p>I can copy a number of set steps and then change their order, size, direction or speed to make a new dance phrase.</p> <p>I can teach a dance phrase to a friend and learn theirs.</p> | <p>Explore, improvise and combine movement ideas fluently and effectively. Create and structure motifs, phrases, sections and whole dances. Begin to use basic compositional principles when creating their dances. Understand why dance is good for their fitness, health and wellbeing. Prepare effectively for dancing. Understand how a dance is formed and performed. Evaluate, refine and develop their own and others work.</p> |

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| <p>Gymnastics – Counter Balance</p> | <p>I can work with a partner to create and perform a sequence of 8-10 actions on the floor and apparatus. I can show changes of levels in my sequence. I can include 3 or more partner balances and travel in unison and cannon.</p> | <p>Combine and perform gymnastic actions, shapes and balances more fluently and effectively across the activity areas. Develop their own gymnastic sequences by understanding, choosing and applying a range of compositional\ principles. Understand why warming-up and cooling-down are important. Understand why exercise is good for health, fitness and wellbeing, and how to become healthier themselves. Carry out warm ups safely and effectively. Understand why warming-up and cooling-down are important. Understand why exercise is good for health, fitness and wellbeing, and how to become healthier themselves. Carry out warm ups safely and effectively. Evaluate their own and others' work. Suggest ways of making improvements.</p> |
| <p>Fencing</p> | <p>I can play a competitive fencing bout using the following skills: On guard position, a lunge, a riposte and a counter riposte. I can use some attacking and defending tactics in a competitive environment.</p> | <p>Choose, combine and perform skills more fluently and effectively in striking games. Understand, choose and apply a range of tactics and strategies for defence and attack. Understand why exercise is good for their fitness, health and wellbeing. Understand the need to prepare properly for games. Develop their ability to evaluate their own and others' work, and to suggest ways to improve it. Know why warming up and cooling down are important.</p> |

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| Athletics 6 | I can participate in an athletics competition demonstrating most of the skills I have learnt to improve my sprinting, long distance running, jumping and throwing. | <p>Develop the consistency of their actions in a number of events.</p> <p>Increase the number of techniques they use.</p> <p>Choose appropriate techniques for specific events.</p> <p>Understand the basic principles of warming up.</p> <p>Understand why exercise is good for fitness, health and wellbeing.</p> <p>Evaluate their own and others' work and suggest ways to improve it.</p> |
| Lacrosse | I can play a competitive Lacrosse game using the following skills: to pass and receive a ball under pressure and in a match situation at times, to be able to run with the ball in a match, be able to use some attacking and defending tactics in gameplay. | <p>Choose, combine and perform skills more fluently and effectively in invasion games.</p> <p>Understand, choose and apply a range of tactics and strategies for defence and attack.</p> <p>Use these tactics and strategies more consistently in similar games.</p> <p>Understand why exercise is good for their fitness, health and wellbeing.</p> <p>Understand the need to prepare properly for games.</p> <p>Develop their ability to evaluate their own and others' work, and to suggest ways to improve it.</p> <p>Know why warming up and cooling down are important.</p> |
| Year 6 Health and Active Lifestyle Assessment | <ul style="list-style-type: none"> • I am active for at least 60 minutes daily. • I can describe what and why some activities help me to strengthen my bones and muscles. | |

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| <p>Self Confidence and Self Awareness</p> | <ul style="list-style-type: none">• I can follow the rules of fair play showing respect for others• I can set myself relevant personal targets. |
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