

PE Curriculum Plan

	Autumn 1 Real PE: Personal	Autumn 2 Real PE: Social	Spring 1 Real PE: Cognitive	Spring 2 Real PE: Creative	Summer 1 Real PE: Physical	Summer 2 Real PE: Health/Fitness
EYFS	<p>To work on simple tasks with help.</p> <p>To follow simple instructions.</p> <p>To practise safely.</p> <p>To balance a beanbag on head for 5-10 seconds.</p> <p>To stand on dominant leg for 5 seconds without losing balance.</p> <p>To move in different directions.</p> <p>To explore moving in a variety of ways.</p>	<p>To play co-operatively with others.</p> <p>To take turns.</p> <p>To share with help.</p> <p>To jump forwards from two feet to two feet maintaining balance.</p> <p>To hold a seated balance for 5 seconds with one hand or one foot touching the floor.</p>	<p>To show an ability to follow simple instructions involving several actions.</p> <p>To walk forwards fluidly on a line with minimal wobble.</p> <p>To balance on a line with controlled stance for 10 seconds.</p> <p>To perform floor shapes.</p> <p>To move in different ways on the floor and on apparatus.</p> <p>To be safe using large apparatus.</p>	<p>To observe and copy others.</p> <p>To sit and roll a ball along the floor around their body using two hands.</p> <p>To hold wall bars, lean back and hold weight.</p> <p>To hold a piece of equipment with a partner and lean back.</p> <p>To hold hands with a partner and lean together then apart whilst seated.</p> <p>To copy a sequence of movements.</p> <p>To create movements to music.</p> <p>To practice and join movements together.</p>	<p>To confidently explore ways to move.</p> <p>To negotiate space and obstacles safely.</p> <p>To hit a moving balloon with either hand.</p> <p>To catch a large ball dropped from shoulder height after two bounces from 1m away.</p> <p>To roll a ball to a partner and collect a rolled ball.</p> <p>To throw a large ball to a partner.</p> <p>To catch a large ball after one bounce.</p>	<p>To be aware of how bodies changes when exercising.</p> <p>To take part in different races.</p> <p>To follow and trap a rolling ball.</p> <p>To use two hands to push body away from a wall.</p> <p>To hold a mini front-support (knees on floor).</p>

<h1>Year 1</h1>	<p>To follow instructions, practise safely and work on simple tasks independently.</p> <p>To maintain controlled balance in different shapes.</p> <p>To maintain controlled balance at different heights.</p> <p>To work with a partner and create a sequence of controlled balances.</p> <p>To travel in different ways, changing speed and direction.</p> <p>To travel in different ways with a partner, changing speed, direction.</p> <p>To travel in different ways, changing height using apparatus.</p> <p>To stand for 10 seconds on one leg without losing balance (on either leg).</p> <p>To side step in both directions.</p> <p>To hop on either foot.</p> <p>To gallop, leading with either foot.</p> <p>To skip.</p>	<p>To work sensibly with others, taking turns and sharing.</p> <p>To hold a seated balance for 5 seconds without hands or feet touching the floor.</p> <p>To jump forwards, backwards and side-to-side from two feet to two feet.</p> <p>To explore explosive movements by copying and repeating.</p> <p>To perform work to the rest of the class in pairs.</p> <p>To use movement imaginatively in response to music.</p> <p>To create and perform dances using simple movement patterns.</p>	<p>To help, praise and encourage others in their learning.</p> <p>To walk backwards fluidly on a line with minimal wobble.</p> <p>To stand on a low beam with a controlled stance for 10 seconds.</p> <p>To make and hold different shapes on the floor and on apparatus.</p> <p>To move along different pathways.</p> <p>To travel in different ways, changing speed and direction.</p> <p>To link movements to create a sequence.</p> <p>To create and perform a sequence with movements that flow well.</p>	<p>To explore and describe different movements.</p> <p>To hold one hand with a partner and lean together then apart whilst seated.</p> <p>To hold hands with a partner and rock forwards, backwards and side-to-side without losing balance whilst seated.</p> <p>To sit and roll a ball along the floor around their body using one hand (right and left).</p> <p>To sit and roll a ball down to toes, back up and around upper body using two hands.</p> <p>To stand and roll a ball down to toes, back up and around upper body, using two hands.</p> <p>To think about using space in a team game.</p> <p>To mark another player.</p> <p>To defend the space between payers.</p> <p>To pass the ball to another player.</p> <p>To get past a defender.</p>	<p>To perform a single skill or movement with some control.</p> <p>To begin to link two movements together.</p> <p>To roll a large ball with one hand (both sides) and collect a rolled ball effectively.</p> <p>To roll a small ball with one hand (both sides) and collect a rolled ball effectively.</p> <p>To throw and catch a large ball with two hands.</p> <p>To catch a large ball dropped from shoulder height after one bounce (from 1m away).</p> <p>To catch a large ball dropped from shoulder height after two bounces (from 2m away).</p> <p>To change direction and speed to avoid collisions.</p> <p>To recognise space in games and use it to their advantage.</p> <p>To roll a ball with control and accuracy.</p> <p>To show control and accuracy with the actions for underarm throwing.</p> <p>To understand the concept of getting in line with a ball to receive it.</p>	<p>To be aware of why exercise is important for good health.</p> <p>To roll a ball, chase and collect it in a balanced position, facing the opposite direction.</p> <p>To chase a ball rolled by a partner and collect it in a balanced position, facing the opposite direction.</p> <p>To hold a mini front-support position, reach round and point to the ceiling with either hand.</p> <p>To hold a mini back-support (knees bent).</p> <p>To move at different speeds.</p> <p>To jump for height.</p> <p>To jump for distance.</p> <p>To jump in different ways.</p> <p>To perform a jumping sequence.</p>
-----------------	--	--	--	--	---	--

Year 2

<p>To try several times if at first they do not succeed.</p> <p>To ask for help when appropriate.</p> <p>To stand for 30 seconds on one leg without losing balance (both legs).</p> <p>To combine side steps with 180° front pivots off either foot.</p> <p>To skip with knee and opposite elbow at 90° angle.</p> <p>To hopscotch forwards and backwards, hopping on the same leg (right and left).</p> <p>To explore a variety of movements in response to music.</p> <p>To improvise and respond to music using props.</p> <p>To use different movements and body shapes to represent fire.</p> <p>To create a dance sequence representing fire.</p> <p>To explore a sequence of movements to create a group dance.</p> <p>To create a short sequence of movements to represent a fire spreading.</p>	<p>To help, praise and encourage others in their learning.</p> <p>To hold a seated balance for 10 seconds.</p> <p>To perform a seated balance whilst moving an object from one side of the body to another.</p> <p>To jump from two feet to two feet with a 90° turn in both directions.</p> <p>To jump from two feet to one foot on a line, freeze and maintain balance on landing.</p> <p>To explore travelling at different heights and in different directions.</p> <p>To combine travelling and balancing actions with a smooth change of level on apparatus.</p> <p>To balance and travel using a variety of body parts whilst matching a partner.</p> <p>To combine ways of travelling with the use of different pathways.</p> <p>To travel on straight, zig-zag and curved pathways alone and with a partner on apparatus.</p> <p>To link movements as a pair to form a sequence.</p>	<p>To begin to order instructions, movements and skills.</p> <p>To recognise similarities and differences in performance and explain why someone is working or performing well – with help.</p> <p>To walk forwards and backwards on a line, lifting knees up to 90°.</p> <p>To maintain controlled stance on a line for 10 seconds whilst receiving small force from either side.</p> <p>To maintain balance on a line whilst lifting alternate feet 5 times.</p> <p>To walk forwards and backwards fluidly on a line.</p> <p>To jump in a variety of ways, creating different shapes in the air and land safely.</p> <p>To combine balances and jumps in a short sequence.</p> <p>To learn how to transfer a floor sequence to a piece of apparatus.</p> <p>To select and combine ways of rocking and rolling with travelling.</p> <p>To create a short sequence with contrasting actions.</p>	<p>To begin to compare movements and skills with those of others.</p> <p>To select and link movements together to fit a theme.</p> <p>To hold onto a partner and lean back; hold the balance then move back together (long base).</p> <p>To sit and roll a ball up and down legs and around upper body using one hand.</p> <p>To stand a roll a ball down to toes, back up and around upper body, using one hand.</p> <p>To develop and improve hand-eye co-ordination.</p> <p>To begin to make decisions about the use of basic tactics.</p> <p>To apply learnt skills in to a variety of games.</p> <p>To make decisions and solve problems in a pair and a team.</p> <p>To learn about different types of passes.</p> <p>To learn the correct dribbling technique.</p> <p>To select and apply appropriate skills in conditioned games.</p>	<p>To perform a range of skills with control and consistency.</p> <p>To perform a sequence of movements with some changes in level, direction or speed.</p> <p>To throw a small ball with one hand and catch it after one bounce (same hand and opposite hand).</p> <p>To strike a large ball with one hand to a partner 5 times in a rally.</p> <p>To catch a large ball dropped from shoulder height after one bounce (from 3m away).</p> <p>To catch a tennis ball dropped from shoulder height after one bounce.</p> <p>To move with a ball in different ways.</p> <p>To know how to make or deny space when attacking and defending in a game.</p> <p>To use attacking and defending skills in a game.</p> <p>To apply skills to an invasion game.</p> <p>To practice underarm throwing and catching for fielding.</p> <p>To practice striking a ball accurately.</p>	<p>To say how their body feels before, during and after exercise.</p> <p>To use equipment appropriately, and move and land safely.</p> <p>To chase and collect a ball in a balanced position, facing the opposite direction (thrown by myself and a partner).</p> <p>To hold a mini front-support, place an object on back and remove it with the opposite hand.</p> <p>To hold a mini back-support, place an object on tummy and remove it with the opposite hand.</p> <p>To develop the skill of sprinting for speed.</p> <p>To develop the skill of running for distance.</p> <p>To practise the skills needed for relay.</p> <p>To develop the skill of jumping for height</p> <p>To develop the skill of jumping for distance.</p> <p>To develop the ability to throw for distance.</p> <p>To apply skills of running, jumping and throwing in an obstacle course.</p>
--	---	--	---	--	---

Year 3

<p>To know where I am with my learning.</p> <p>To begin to challenge myself.</p> <p>To complete 5 mini squats (both legs) whilst balanced on one leg.</p> <p>To combine side steps with 180° reverse pivots off either foot.</p> <p>To hopscotch forwards and backwards, alternating hopping leg each time.</p> <p>To move forwards in a 3-step zigzag pattern.</p> <p>To demonstrate the ready position and quick reactions.</p> <p>To demonstrate basic forehand and backhand grips.</p> <p>To co-ordinate the racquet to strike a tennis ball.</p> <p>To develop accuracy to hit a ball to/near a target.</p> <p>To develop a co-operative rally.</p> <p>To serve underarm.</p> <p>To react and lunge to return a serve.</p>	<p>To show patience and support others, listening carefully to their ideas.</p> <p>To show and tell others about their ideas with confidence.</p> <p>To perform a seated balance without hands or feet touching the floor whilst moving an object from one side of the body to another, swapping hands midway.</p> <p>To jump from two feet to two feet with a 180° turn in both directions.</p> <p>To perform a tucked jump from the floor.</p> <p>To explore and hold different point and patch balances.</p> <p>To explore ways to combine shapes and balances with a travelling action following different pathways.</p> <p>To explore ways of changing levels in a given sequence.</p> <p>To combine a jump, balance and travel action to create a simple sequence.</p> <p>To incorporate a piece of apparatus into a sequence.</p> <p>To synchronise and perform a sequence with a partner.</p>	<p>To understand the basic principles of attacking and defending.</p> <p>To explain what is going well and begin to identify areas for improvement.</p> <p>To perform a fluid marching action forwards and backwards on a line, lifting knees and elbows to 90°.</p> <p>In 20 seconds, stand with legs apart and move a ball around one leg 15 times.</p> <p>In 20 seconds, take a ball around body at tummy height 10 times.</p> <p>To explore ways of travelling in response to different stimuli.</p> <p>To copy and perform simple motifs.</p> <p>To link motifs and travelling movements to create a basic sequence.</p> <p>To work with a group to compose a movement sequence in response to a stimulus.</p> <p>To perform a dance sequence in a group and give feedback to others.</p>	<p>To make up own rules and versions of activities.</p> <p>To respond differently to a variety of tasks and stimuli.</p> <p>To recognise similarities and differences in movements and expression.</p> <p>To throw a small ball with one hand and catch with the same hand without it bouncing.</p> <p>To strike a ball with alternate hands to a partner in a rally.</p> <p>To kick a ball to a partner with one foot.</p> <p>With a long base, hold one hand with a partner and lean back; hold the balance then move back together.</p> <p>To pass and receive the ball with control.</p> <p>To understand basic principles of defence.</p> <p>To choose when to pass to avoid defenders.</p> <p>To begin to use free space to support a team and maintain possession.</p> <p>To intercept the ball to gain possession.</p> <p>To transition between attack and defence.</p>	<p>To perform and repeat longer sequences with clear shapes and controlled movement.</p> <p>To select and apply a range of skills with good control and consistency.</p> <p>From 2m away, catch a tennis ball dropped from shoulder height after one bounce.</p> <p>From 1m away, catch a tennis ball dropped from shoulder height, after one bounce, balancing on one leg.</p> <p>To hold a full front-support position.</p> <p>Holding a front-support position, lift one hand and point to the ceiling with either hand.</p> <p>To develop sprinting technique.</p> <p>To apply sprinting technique to relay.</p> <p>To explore importance of adjusting running pace for distance.</p> <p>To begin to use hurdles.</p> <p>To use one and two feet to take off and land to jump for distance.</p> <p>To evaluate performance and suggest improvements.</p>	<p>To describe how bodies change during and after exercise.</p> <p>To explain the importance of warming up before exercise.</p> <p>To maintain controlled stance on a low beam for 10 seconds whilst receiving small force from either side.</p> <p>To maintain balance on a low beam whilst lifting alternate feet 5 times.</p> <p>Starting in a lying position, chase a bouncing ball thrown by a partner and collect it in a balanced position, facing the opposite direction.</p> <p>To chase a large rolled ball, let it roll through legs then chase and collect in balanced position facing the opposite direction.</p> <p>To develop technique to catch a small ball.</p> <p>To develop throw for distance and accuracy in fielding.</p> <p>To hold a cricket bat correctly to strike a moving ball.</p> <p>To move towards and pick up a moving ball.</p> <p>To use long barrier to stop a moving ball.</p> <p>To begin to develop an overarm bowling technique.</p> <p>To apply bowling and batting skills to a modified game.</p>
---	---	--	---	--	--

Year 4

<p>To cope well and react positively when things become difficult.</p> <p>To persevere with a task and improve their performance through regular practice.</p> <p>To stand for 30 seconds on one leg without losing balance (both legs) with eyes closed.</p> <p>To move backwards in a 3-step zigzag pattern.</p> <p>To combine 3-step zigzag patterns with cross-over (swerve) when changing lead leg.</p> <p>To demonstrate a pivot and explain why it is used.</p> <p>To understand the footwork rule.</p> <p>To use a chest pass and bounce pass effectively.</p> <p>To use shoulder and overhead passes to throw for distance.</p> <p>To demonstrate a dodge to evade a defender.</p> <p>To mark another player effectively.</p> <p>To develop shooting technique.</p> <p>To understand the different positions in netball and use these in a game situation.</p>	<p>To co-operate well with others and give helpful feedback sensitively.</p> <p>To help organise roles and responsibilities within a group/team.</p> <p>To perform a seated balance without hands or feet touching the floor whilst moving an object from one side of the body to another with only one hand.</p> <p>To perform a tucked jump from the floor with a 180° turn in both directions.</p> <p>To jump forwards, backwards and side-to-side from two feet to two feet, landing with control on a line.</p> <p>To develop an understanding of how to play forehand and backhand shots to multiple targets.</p> <p>To develop an understanding of the key grips in badminton.</p> <p>To understand a range of ways to return net shots.</p> <p>To serve a shuttlecock, including where to stand and where to serve to.</p> <p>To play shots in a rally with a partner over a net.</p> <p>To outwit an opponent using all the techniques and rules learned in the topic.</p>	<p>To understand criteria to judge a performance.</p> <p>To identify specific parts of a performance to work on.</p> <p>To use awareness of space and others to make tactical decisions.</p> <p>In 20 seconds, stand with legs apart and move a ball around alternate legs 15 times.</p> <p>In 20 seconds, take a ball around body at tummy height 15 times.</p> <p>To walk fluidly forwards and backwards on a line, heels to bottom, lifting knees up and using a heel-toe landing.</p> <p>To explore movements and balances to create bridges.</p> <p>To start to apply their understanding of bridges and re-create them on apparatus.</p> <p>To move over and under individual bridges on apparatus.</p> <p>To apply their understanding and develop a sequence, using pair and individual bridges.</p>	<p>To link actions and develop sequences of movements that express own ideas.</p> <p>To change tactics, rules or tasks to make activities more or less challenging.</p> <p>With a short base and toes touching, hold onto a partner and lean back; hold the balance then move back together.</p> <p>With a short base and toes touching, hold onto a partner and lean back; hold the balance then move back together with eyes closed.</p> <p>To kick a ball to a partner with alternate feet.</p> <p>To roll two balls to a partner, sending one as the other is returning.</p> <p>To throw and catch a tennis ball against a wall from either hand.</p> <p>To learn a motif in a dance in unison.</p> <p>To use height and body movement within a dance sequence.</p> <p>To use body percussion and understand some elements of traditional Pacific Island dances.</p> <p>To learn a section of dance in cannon and understand aspects of floor craft.</p> <p>To rehearse and perform as a group.</p>	<p>To perform a variety of movements and skills with good body tension.</p> <p>To link actions together so that they flow in running, jumping and throwing activities.</p> <p>Holding a front-support position, transfer a cone on and off back.</p> <p>To hold a full back-support position.</p> <p>From 3m away, catch a tennis ball dropped from shoulder height after one bounce.</p> <p>From 2m away, catch a tennis ball dropped from shoulder height, after one bounce, balancing on one leg.</p> <p>To apply a range of throwing techniques to modified game situations.</p> <p>To develop the correct positioning and technique needed for fielding (including stopping and throwing skills) and apply these modified games.</p> <p>To develop an effective and consistent batting action for hitting a ball.</p> <p>To develop accuracy and placement for batting, including developing simple tactics to avoid a fielder.</p> <p>To demonstrate the ability to apply the appropriate running, throwing, catching and batting technique.</p>	<p>To understand the basic fitness components, such as endurance, strength and flexibility.</p> <p>To explain how often and how long we should exercise to be healthy.</p> <p>To chase a large bouncing ball, let it roll through legs then chase and collect in balanced position facing the opposite direction.</p> <p>To chase a rolled tennis ball, let it roll through legs then chase and collect in balanced position facing the opposite direction.</p> <p>To maintain balance on a line and low beam whilst raising alternate knees 5 times.</p> <p>To maintain balance on a line and low beam whilst catching a large ball at chest height and returning it.</p> <p>To understand the pull throw technique needed for Javelin.</p> <p>To develop the push throw technique needed for the Shotput.</p> <p>To generate momentum to jump for distance.</p> <p>To understand the correct technique needed for short distance running.</p> <p>To apply the correct techniques for running for distance.</p> <p>To develop the skills to make an effective relay changeover.</p>
---	---	--	---	--	--

<p>Year 5</p> <p>To see all new challenges as opportunities to learn and develop.</p> <p>To recognise strengths and weaknesses and can set appropriate targets.</p> <p>In 20 seconds, move a ball in a figure of 8 around both legs 12 times (both directions).</p> <p>In 20 seconds, move a ball around waist and into a figure of 8 around legs 10 times.</p> <p>In 20 seconds, complete 24 criss-cross catches with a bounce.</p> <p>From 3m away, catch a tennis ball dropped from shoulder height, after one bounce, balancing on one leg.</p> <p>To react and step across, bringing hand across body to catch a tennis ball dropped from shoulder height after one bounce.</p> <p>To understand and practise some of the fundamental skills of tennis.</p> <p>To hit a ball with accuracy using the forehand technique.</p> <p>To play a backhand stroke with control and accuracy.</p> <p>To perform an overhead tennis serve.</p> <p>To develop a volley technique that can be used in a game of tennis.</p> <p>To apply learnt skills to a tennis match.</p>	<p>To guide a small group through a task.</p> <p>To give and receive sensitive feedback to improve individual and team performances.</p> <p>To negotiate and collaborate appropriately.</p> <p>To lunge walk forwards on a line bringing opposite elbow up at a 90° angle.</p> <p>To walk forwards and backwards fluidly along a line with eyes closed.</p> <p>With a short base and toes touching, hold one hand with a partner and lean back; hold the balance then move back together.</p> <p>With a short base and toes touching, hold onto a partner and lean back on one leg; hold the balance then move back together.</p> <p>To move in a variety of different ways thinking about the levels that they are using.</p> <p>To confidently develop the placement of their body parts in balances recognising the position of their centre of gravity</p> <p>To create a sequence combining movement and balances (rolls, cartwheels, handstands).</p> <p>To confidently use equipment to vault in a variety of ways</p> <p>To use equipment with movement to create sequences.</p>	<p>To have a clear idea of how to develop own and others' work.</p> <p>To recognise and suggest patterns of play, which will increase chances of success.</p> <p>To develop methods to outwit opponents.</p> <p>To learn a motif to be performed in unison.</p> <p>To analyse a dance style to identify individual moves that can be combined into a paired routine.</p> <p>To understand how and why stillness is important within a dance routine.</p> <p>To create a group dance, focusing on working at different levels and using a variety of timings.</p> <p>To understand the importance of watching your fellow performers when performing a dance.</p> <p>To rehearse and perform as a group, watch others and provide feedback.</p> <p>To assess children's confidence in the water.</p> <p>To move confidently through the water.</p> <p>To have the correct body position for swimming.</p> <p>To put face into water when swimming.</p>	<p>To respond imaginatively to different situations, adapting and adjusting skills, movements or tactics so they are different from or in contrast to others.</p> <p>To hold a seated balance (without hands or feet touching the floor) with straight arms and legs for 5 seconds.</p> <p>To perform a seated balance without hands or feet touching the floor whilst moving an object from one side of the body to another, placing it arm distance away.</p> <p>To use legs continually when moving through the water and not put your feet down.</p> <p>To float on your front and back using a mushroom float and a star float.</p> <p>To use your arms and legs together to move through the water.</p> <p>To introduce breast stroke and back stroke arms.</p> <p>To practice turning your head to breathe when swimming. To float for at least 15seconds using a star float.</p> <p>To introduce dolphin technique to move through the water.</p> <p>To touch the bottom of the pool with your hands.</p>	<p>To use combinations of skills confidently in sport specific contexts.</p> <p>To perform a range of skills fluently and accurately in practice situations.</p> <p>To develop the fundamental movement skills of flexibility, strength, technique, control and balance needed for athletics.</p> <p>To use an effective technique for sprinting, including a sprint start.</p> <p>To develop techniques for jumping for height.</p> <p>To develop techniques required for a fling throw.</p> <p>To practice front crawl arm technique and breathing using a float.</p> <p>To continually use legs to move through the water.</p> <p>To be confident at swimming front crawl without putting feet down for 10metres.</p> <p>To jump safely into deep water and return to the side.</p>	<p>To understand what makes an appropriate warm-up activity.</p> <p>To describe why a body changes during and after exercise.</p> <p>To alternately throw and catch two tennis balls against a wall.</p> <p>To throw two tennis balls against a wall and catch with the opposite hand.</p> <p>To chase a large rolled ball, stopping it using head in a front support position facing the opposite direction.</p> <p>To stand facing a partner and turn to catch a ball thrown overhead after one bounce.</p> <p>To stand facing away from partner and react to catch a ball thrown overhead after one bounce.</p> <p>To improve skills of catching on the move.</p> <p>To use a variety of effective throwing techniques to return the ball to a bowler.</p> <p>To develop control and direction when batting.</p> <p>To improve accuracy in overarm bowling.</p> <p>To select appropriate shots based on the field of play.</p> <p>To use skills learnt this half term in a game situation.</p>
--	--	---	---	--	---

<p>Year 6</p>	<p>To create their own learning plan with specific goals and areas for improvement, revising the plan when necessary.</p> <p>To accept critical feedback and make changes.</p> <p>From 3m react and step across, bringing hand across body to catch a tennis ball dropped from shoulder height after one bounce.</p> <p>To react to call from a partner when they drop a tennis ball, turn and catch it after one bounce.</p> <p>In 20 seconds, move a ball around waist and then around alternate legs 10 times.</p> <p>In 20 seconds, complete 24 criss-cross catches without a bounce.</p> <p>In 20 seconds, complete 20 front to back catches with a bounce.</p> <p>To understand the usefulness of using certain passes in different situations.</p> <p>To abide by the footwork rule, landing correctly and pivoting when necessary.</p> <p>To demonstrate and evaluate the correct shooting technique.</p> <p>To develop an understanding of netball rules and positions (and associated areas).</p> <p>To create space and evade an opponent by changing pace and/or direction.</p>	<p>To involve others and motivate those around me to perform better.</p> <p>To respond positively to feedback from others.</p> <p>To use feedback from others to improve.</p> <p>To stand on one leg with a partner, holding onto their opposite foot.</p> <p>With a short base and toes touching, hold one hand with a partner and lean back on one leg; hold the balance then move back together.</p> <p>To walk fluidly forwards and backwards on a line, heels to bottom, lifting knees up and using a heel-toe landing, with eyes closed.</p> <p>To side step and pivot 180° (both directions).</p> <p>To develop shapes and ways to move between them to create a repeatable sequence.</p> <p>To respond to different music to create a repeatable sequence using a variety of shapes, circles, silk moves and transitions.</p> <p>To develop shapes, circles and silk moves with a partner and find ways to move between them to create a repeatable sequence.</p> <p>To work with a partner or group to create a final dance sequence using the dance skills learnt.</p> <p>To perform and evaluate a final dance sequence.</p>	<p>To review, analyse and evaluate own and others' strengths and weaknesses.</p> <p>To read and react to different game situations as they develop.</p> <p>To maintain balance on a line and low beam whilst catching a large ball at away from body and return it.</p> <p>To maintain balance on a line and low beam whilst catching a small ball throw close to and away from body.</p> <p>To move at maximum speed in a 3-step zigzag pattern while alternating knee raise and foot behind.</p> <p>To move backwards in 3-step zigzag pattern with knee raise across body.</p> <p>To choose the most appropriate serve to enable the start of a rally.</p> <p>To demonstrate lunges and chasse steps to move across the court.</p> <p>To apply a range of skills in combination to develop a cooperative rally.</p> <p>To apply a range of skills in combination to participate in modified, competitive games.</p>	<p>To effectively disguise what they are about to do to outwit an opponent.</p> <p>To use variety/creativity to engage an audience.</p> <p>Holding a back-support position, transfer a tennis ball on and off tummy.</p> <p>To rotate fluently from a front-support to a back-support then return to front.</p> <p>To hold a seated balance (V shape) with straight arms and legs for 10 seconds.</p> <p>To perform a seated balance without hands or feet touching the floor whilst picking up objects arm distance away from in front, behind and either side.</p> <p>To explore different types of partner balances and begin to link these to create a sequence.</p> <p>To develop sequences using partner balances, incorporating a variety of transitions, jumps and rotations.</p> <p>To consolidate and perform sequences using partner balances, incorporating a piece of apparatus.</p> <p>To explore ways to perform flight using large apparatus and begin to link these to develop a group sequence.</p> <p>To develop sequences by incorporating a variety of ways to use apparatus.</p>	<p>To effectively transfer skills and movements across a range of activities and sports.</p> <p>To perform a variety of skills consistently and effectively in challenging or competitive situations.</p> <p>To stand for 30 seconds on one leg without losing balance (both legs) with eyes closed on an uneven surface.</p> <p>Whilst balanced on one leg, complete 10 squats into ankle extensions (both sides).</p> <p>Whilst balanced on one leg, complete 5 squats (both legs) with eyes closed.</p> <p>To hop sideways, raising knee and freezing on landing.</p> <p>To jump from one foot to the other, sideways, freezing on landing.</p> <p>To control running pace to suit the distance, sustaining pace over middle and long distances.</p> <p>To improve start technique and sprint with speed and agility.</p> <p>To effectively use downward passing technique to ensure a smooth transition in a relay.</p> <p>To improve long jump technique with a running start.</p> <p>To perform triple jump combination sequences.</p> <p>To perform pull, push and sling techniques to throw for distance.</p>	<p>To perform and lead appropriate warm-up activities.</p> <p>To identify possible dangers when planning an activity.</p> <p>To chase a large rolled ball, stopping it using head in a front support position facing the opposite direction.</p> <p>To stand facing a partner and turn to catch a ball thrown overhead after one bounce.</p> <p>To stand facing away from partner and react to catch a ball thrown overhead after one bounce.</p> <p>To throw two tennis balls against the wall in a circuit, in both directions.</p> <p>To keep three tennis balls moving in a throwing circuit for 30 seconds.</p> <p>To develop throwing and catching skills over a range of distances.</p> <p>To develop batting technique to hit the ball in different directions.</p> <p>To demonstrate different fielding techniques depending on whether the ball is hit high or low.</p> <p>To demonstrate an understanding of the rules of rounders.</p> <p>To recognise and suggest patterns of play to increase success.</p>
----------------------	---	---	--	--	---	--