

# SUBJECT - PE

## Whole School Overview 2019-2020

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Motor skills- moving and handling	Motor skills- moving and handling	Motor skills	Motor skills	Athletics (Sports day practice)	Dance
	Swimming- 1 class 6 love coaching- ball games (rolling, catching, throwing)	Swimming- 1 class 6 love coaching-ball games using equipment	Swimming- 1 class 6 love coaching-Gymnastics	Swimming- 1 class 6 love coaching- team games	Swimming- 1 class 6 love coaching- Athletics (sports day practice using equipment)	Swimming- 1 class 6 love coaching-Athletics (sports day practice using equipment)
1	Real PE- Personal	Gymnastics	Real PE- Social	Yoga	Real PE- Cognitive	Real PE= Physical
	Swimming- 1 class 6 love coaching- ball skills	Swimming- 1 class 6 love coaching- Team building games (dodgeball etc)	Swimming- 1 class 6 love coaching- Tennis	Swimming- 1 class 6 love coaching- outdoor games	Swimming- 1 class 6 love coaching- Athletics Balance ability testing & interventions	Swimming- 1 class 6 love coaching- Striking and fielding based activities (focus on Qwik cricket).
2	Real PE- Cognitive	Real PE- Creative Dance	Real PE- Social	Real PE= Physical	Real PE- Health & fitness	Real PE- Personal
	Swimming- 1 class 6 love coaching- netball/ball skills	Swimming- 1 class 6 love coaching- Team building games (dodgeball etc)	Swimming- 1 class 6 love coaching- Gymnastics	Swimming- 1 class 6 love coaching- Hockey	Swimming- 1 class 6 love coaching- Athletics	Swimming- 1 class 6 love coaching- Striking and fielding activities with basics of Qwik cricket etc.
3	Real PE- Personal	Real PE- Social	Real PE- Cognitive	Real PE- Creative	Real PE= Physical	Real PE- Health & fitness OAA
	Swimming- 1 class 6 love coaching- netball	Swimming- 1 class 6 love coaching- Team building games (dodgeball etc)	Swimming- 1 class 6 love coaching- Gymnastics	Swimming- 1 class 6 love coaching- Hockey	Swimming- 1 class 6 love coaching- Athletics	Swimming- 1 class 6 love coaching- Striking and fielding (Qwik cricket, rounders, stoolball)
4	Real PE- Social Dance (sea)	Real PE- Personal	Gymnastics Dance (fireworks)	Real PE- Health & fitness	Real PE- Creative (RP)	Real PE- Cognitive/physical OAA
	Swimming- 1 class 6 love coaching- netball	Swimming- 1 class 6 love coaching- Team building games (dodgeball etc)	Swimming- 1 class 6 love coaching- Gymnastics	Swimming- 1 class 6 love coaching- Hockey	Swimming- 1 class 6 love coaching- Athletics	Swimming- 1 class 6 love coaching- Striking and fielding (Qwik cricket, rounders, stoolball)

5	Dance (Egyptian)	Creative (RP)	Cognitive (RP) Dance (time to dance)	Physical (RP)	Health & fitness (RP)	Personal (RP) OAA
	Swimming- 1 class 6 love coaching- netball	Swimming- 1 class 6 love coaching- Team building games (dodgeball etc)	Swimming- 1 class 6 love coaching- Tennis	Swimming- 1 class 6 love coaching- Hockey	Swimming- 1 class 6 love coaching- Athletics	Swimming- 1 class 6 love coaching- Striking and fielding (Qwik cricket, rounders, stoolball)
6	Real PE- cognitive	Real PE- Creative	Real PE- Social	Real PE= Physical	Real PE- Health & fitness	Real PE- Personal
	Swimming- 1 class 6 love coaching- netball	Swimming- 1 class 6 love coaching- Team building games (dodgeball etc)	Swimming- 1 class 6 love coaching- Gymnastics	Swimming- 1 class 6 love coaching- Hockey	Swimming- 1 class 6 love coaching- Athletics	Swimming- 1 class 6 love coaching- Striking and fielding (Qwik cricket, rounders, stoolball) PGL residential (outdoor/adventurous)

#### National curriculum for PE for KS1 & KS2:

##### KS1:

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination and begin to apply these in a range of activities
- Participate in team games, developing simple tactics for attacking and defending
- Perform dances using simple movement patterns

##### KS2:

- Apply and develop a broader range of skills, learning how to use them in different ways and link them to make actions and sequences of movements. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to:
  - Use running, jumping, throwing and catching in isolation and in combination
  - Play competitive games, modified where appropriate (e.g. badminton, basketball, cricket, football, hockey, netball, rounders and tennis) and apply basic principles suitable to attacking and defending.
  - Develop flexibility, strength, technique, control and balance (e.g. through athletics and gymnastics).
  - Perform dances using a range of movement patterns.

#### Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2 (we provide every year group with swimming opportunities).

In particular, 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

**\*TABLE SHOW REAL PE ASSESSMENT FOCUSES PER COG, SEE ADDITIONAL DOCUMENT FOR REAL PE PROGRESSION OF SKILLS THROUGHOUT KS1/KS2.\*  
CHALLENGE IS A NATURAL PART OF THIS SCHEME.**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Can do statements	<p>I can move freely with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</p> <p>I can mount stairs, steps or climbing equipment using alternate feet.</p> <p>I can walk downstairs, two feet to each step while carrying a small object.</p> <p>I can run skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</p> <p>I can show increasing control over an object in pushing, patting, throwing, catching or kicking it.</p> <p>I show a preference for a dominant hand.</p>	<p>I can experiment with different ways of moving.</p> <p>I can negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</p> <p>I can travel with confidence and skill around, under, over and through balancing and climbing equipment.</p> <p>I can show good control and co-ordination in large and small movements.</p> <p>I can mount stairs, steps or climbing equipment using alternate feet.</p>	<p>I can stand momentarily on one foot when shown.</p> <p>I can catch a large ball.</p> <p>I can jump off an object and lands appropriately.</p> <p>I can use and handle equipment and tools effectively and with control.</p> <p>I can show good control and co-ordination in large and small movements.</p> <p>I can show increasing control over an object in pushing, patting, throwing, catching or kicking it.</p> <p>I show a preference for a dominant hand.</p>	<p>I can stand momentarily on one foot when shown.</p> <p>I can catch a large ball.</p> <p>I can jump off an object and lands appropriately.</p> <p>I can use and handle equipment and tools effectively and with control.</p> <p>I can show good control and co-ordination in large and small movements.</p> <p>I can show increasing control over an object in pushing, patting, throwing, catching or kicking it.</p> <p>I show a preference for a dominant hand</p>	<p>I can move freely with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</p> <p>I can run skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</p> <p>I can catch a large ball.</p> <p>I can jump off an object and lands appropriately.</p> <p>I can negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</p> <p>I can travel with confidence and skill around, under, over and through balancing and climbing equipment.</p>	<p>I can move freely with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</p> <p>I can run skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</p> <p>I can experiment with different ways of moving.</p> <p>I can negotiate space successfully</p> <p>I can travel with confidence and skill around, under, over and through balancing and climbing equipment.</p> <p>I can show good control and co-ordination in large and small movements.</p> <p>I can move confidently in a range of ways,</p>

	<p>I can begin to use anticlockwise movement and retrace vertical lines.</p> <p>I can move confidently in a range of ways, safely negotiating space.</p>				<p>I can show increasing control over an object in pushing, patting, throwing, catching or kicking it.</p> <p>I can show good control and co-ordination in large and small movements.</p> <p>I can move confidently in a range of ways, safely negotiating space.</p> <p>I can use and handle equipment and tools effectively and with control.</p>	<p>safely negotiating space.</p>
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Challenge

YEAR 1 SKILLS/STATEMENTS

YEAR 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Can do statements	<p>I can work on simple tasks by myself.</p> <p>I can follow instructions and practise safely.</p>	<p>I can make my body tense, relaxed, curled and stretched.</p> <p>I can control my body whilst travelling.</p> <p>I can control my body whilst balancing.</p> <p>I can copy sequences and repeat them.</p> <p>I can roll in different ways.</p> <p>I can travel in different ways.</p> <p>I can balance in different ways.</p> <p>I can climb safely.</p> <p>I can stretch in different ways.</p> <p>I can curl in different ways.</p> <p>I can copy actions.</p> <p>I can repeat actions and skills.</p> <p>I can move with control and care.</p>	<p>I can work sensibly with others, taking turns and sharing</p>	<p>I can make my body tense, relaxed, curled and stretched.</p> <p>I can control my body when balancing.</p> <p>I can copy sequences and repeat them.</p> <p>I can roll in different ways.</p> <p>I can balance in different ways.</p> <p>I can stretch in different ways.</p> <p>I can curl in different ways.</p> <p>I can copy actions.</p> <p>I can repeat actions and skills.</p> <p>I can move with control and care.</p> <p>I can talk about what I have done.</p> <p>I can describe what other people did.</p>	<p>I can name some things I am good at.</p> <p>I can understand and follow simple rules.</p>	<p>I can perform a small range of skills and link two movements together.</p> <p>I can perform a single skill or movement with some control.</p>

		<p>I can talk about what I have done.</p> <p>I can describe what other people did.</p>				
	<p>I can throw underarm.</p> <p>I can roll a piece of equipment.</p> <p>I can hit a ball with a bat.</p> <p>I can move and stop safely.</p> <p>I can catch with both hands.</p> <p>I can throw in different ways.</p> <p>I can kick in different ways.</p> <p>I can copy actions.</p> <p>I can repeat actions and skills.</p> <p>I can move with control and care.</p> <p>I can talk about what I have done.</p> <p>I can describe what other people did.</p>	<p>I can throw underarm.</p> <p>I can roll a piece of equipment.</p> <p>I can hit a ball with a bat.</p> <p>I can move and stop safely.</p> <p>I can catch with both hands.</p> <p>I can throw in different ways.</p> <p>I can kick in different ways.</p> <p>I can copy actions.</p> <p>I can repeat actions and skills.</p> <p>I can move with control and care.</p> <p>I can talk about what I have done.</p> <p>I can describe what other people did.</p>	<p>I can hit a ball with a bat.</p> <p>I can move and stop safely.</p> <p>I can catch with both hands.</p> <p>I can throw in different ways.</p> <p>I can kick in different ways.</p> <p>I can copy actions.</p> <p>I can repeat actions and skills.</p> <p>I can move with control and care.</p> <p>I can talk about what I have done.</p> <p>I can describe what other people did.</p>	<p>I can throw underarm.</p> <p>I can roll a piece of equipment.</p> <p>I can hit a ball with a bat.</p> <p>I can move and stop safely.</p> <p>I can catch with both hands.</p> <p>I can throw in different ways.</p> <p>I can kick in different ways.</p> <p>I can copy actions.</p> <p>I can repeat actions and skills.</p> <p>I can move with control and care.</p> <p>I can talk about what I have done.</p> <p>I can describe what other people did.</p>	<p>I can throw underarm.</p> <p>I can move and stop safely.</p> <p>I can catch with both hands.</p> <p>I can throw in different ways.</p> <p>I can kick in different ways.</p> <p>I can copy actions.</p> <p>I can repeat actions and skills.</p> <p>I can move with control and care.</p> <p>I can talk about what I have done.</p> <p>I can describe what other people did.</p>	<p>I can throw underarm.</p> <p>I can roll a piece of equipment.</p> <p>I can hit a ball with a bat.</p> <p>I can move and stop safely.</p> <p>I can catch with both hands.</p> <p>I can throw in different ways.</p> <p>I can kick in different ways.</p> <p>I can copy actions.</p> <p>I can repeat actions and skills.</p> <p>I can move with control and care.</p> <p>I can talk about what I have done.</p> <p>I can describe what other people did.</p>

Challenge

YEAR 2 SKILLS/STATEMENTS



YEAR 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Can do statements	<p>I can begin to order instructions, movements and skills.</p> <p>I can explain why someone is working or performing well.</p> <p>With help, I can recognise similarities and differences in performance</p>	<p>I can select and link movements together to fit a theme.</p> <p>I can begin to compare my movements and skills with those of others.</p> <p>I can copy and remember actions.</p> <p>I can repeat and explore actions with control and coordination.</p> <p>I can dance imaginatively.</p> <p>I can change rhythm, speed, level and direction.</p> <p>I can dance with control and co-ordination.</p> <p>I can make a sequence by linking sections together.</p> <p>I can link some movement to show a mood or a feeling.</p>	<p>I can help, praise and encourage others in their learning.</p>	<p>I can perform a sequence of movements with some changes in level, direction or speed.</p> <p>I can perform a range of skills with some control and consistency.</p>	<p>I use equipment appropriately and move and land safely.</p> <p>I can say how my body feels before, during and after exercise.</p> <p>I can exercise safely.</p>	<p>I try several times if at first I don't succeed.</p> <p>I ask for help when appropriate.</p>

	<p>I can use hitting, kicking and/or rolling in a game.</p> <p>I can stay in a zone during a game.</p> <p>I can decide the best place to be during a game.</p> <p>I can use one tactic in a game.</p> <p>I can follow rules.</p> <p>I can copy and remember actions.</p> <p>I can repeat and explore actions with control and coordination.</p> <p>I can talk about what is different between what I and someone else did.</p> <p>I can say how to improve.</p>	<p>I can use hitting, kicking and/or rolling in a game.</p> <p>I can stay in a zone during a game.</p> <p>I can decide the best place to be during a game.</p> <p>I can use one tactic in a game.</p> <p>I can follow rules.</p> <p>I can copy and remember actions.</p> <p>I can repeat and explore actions with control and coordination.</p> <p>I can talk about what is different between what I and someone else did.</p> <p>I can say how to improve.</p>	<p>I can select and link movements together to fit a theme.</p> <p>I can begin to compare my movements and skills with those of others.</p> <p>I can copy and remember actions.</p> <p>I can repeat and explore actions with control and coordination.</p> <p>I can dance imaginatively.</p> <p>I can change rhythm, speed, level and direction.</p> <p>I can dance with control and co-ordination.</p> <p>I can make a sequence by linking sections together.</p> <p>I can link some movement to show a mood or a feeling.</p>	<p>I can use hitting, kicking and/or rolling in a game.</p> <p>I can stay in a zone during a game.</p> <p>I can decide the best place to be during a game.</p> <p>I can use one tactic in a game.</p> <p>I can follow rules.</p> <p>I can copy and remember actions.</p> <p>I can repeat and explore actions with control and coordination.</p> <p>I can talk about what is different between what I and someone else did.</p> <p>I can say how to improve.</p>	<p>I can use hitting, kicking and/or rolling in a game.</p> <p>I can stay in a zone during a game.</p> <p>I can decide the best place to be during a game.</p> <p>I can use one tactic in a game.</p> <p>I can follow rules.</p> <p>I can copy and remember actions.</p> <p>I can repeat and explore actions with control and coordination.</p> <p>I can talk about what is different between what I and someone else did.</p> <p>I can say how to improve.</p>	<p>I can use hitting, kicking and/or rolling in a game.</p> <p>I can stay in a zone during a game.</p> <p>I can decide the best place to be during a game.</p> <p>I can use one tactic in a game.</p> <p>I can follow rules.</p> <p>I can copy and remember actions.</p> <p>I can repeat and explore actions with control and coordination.</p> <p>I can talk about what is different between what I and someone else did.</p> <p>I can say how to improve.</p>
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Challenge

YEAR 3 SKILLS/STATEMENTS

YEAR 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Can do statements	<p>I have begun to challenge myself.</p> <p>I know where I am with my learning.</p>	<p>I am happy to show and tell others about my ideas.</p> <p>I show patience and support others listening carefully to them about our work.</p>	<p>I can name some things I am good at.</p> <p>I can understand and follow simple rules.</p>	<p>I can recognise similarities and differences in movements and expression.</p> <p>I can make up my own rules and versions of activities.</p> <p>I can respond differently to a variety of tasks.</p>	<p>I can perform and repeat longer sequences with clear shapes and controlled movement.</p> <p>I can select and apply a range of skills with good control and consistency.</p>	<p>I can explain why we need to warm-up and cool down.</p> <p>I can describe how and why my body changes during and after exercise.</p> <p>I understand why it is important to warm up and cool down.</p> <p>I can identify the muscle groups used in gymnastics activities.</p> <p>I can follow a map in a familiar context.</p> <p>I can move from one location to another following a map.</p> <p>I can use clues to follow a route.</p> <p>I can follow a route safely.</p>
	I can throw and catch with control when under pressure.	I can throw and catch with control when under pressure.	I can use a greater number of my own ideas for movement in response to a task.	I am aware of space and use it to support team mates and cause problems for the opposition.	I can run at fast, medium and slow speeds, changing speed and direction.	I can throw and catch with control when under pressure.

	<p>I am aware of space and use it to support team mates and cause problems for the opposition.</p> <p>I know and use rules fairly to keep games going.</p> <p>I keep possession with some success when using equipment that is not used for throwing and catching skills.</p> <p>I can select and use the most appropriate skills, actions and ideas.</p> <p>I can move and use actions with co-ordination and control.</p> <p>I can, with help, recognise how performances could be improved.</p> <p>I can explain how my work is similar and different to others.</p>	<p>I am aware of space and use it to support team mates and cause problems for the opposition.</p> <p>I know and use rules fairly to keep games going.</p> <p>I keep possession with some success when using equipment that is not used for throwing and catching skills. I can select and use the most appropriate skills, actions and ideas.</p> <p>I can move and use actions with co-ordination and control.</p> <p>I can, with help, recognise how performances could be improved.</p> <p>I can explain how my work is similar and different to others.</p>	<p>I can adapt sequences to suit different types of apparatus and my partner's ability.</p> <p>I can explain how strength and suppleness affects performance.</p> <p>I can compare and contrast gymnastic sequences commenting on similarities and differences.</p>	<p>I know and use rules fairly to keep games going.</p> <p>I keep possession with some success when using equipment that is not used for throwing and catching skills.</p> <p>I can select and use the most appropriate skills, actions and ideas.</p> <p>I can move and use actions with co-ordination and control.</p> <p>I can, with help, recognise how performances could be improved.</p> <p>I can explain how my work is similar and different to others.</p>	<p>I can link running and jumping activities with some fluency, control and consistency.</p> <p>I can make up and repeat a short sequence of linked jumps.</p> <p>I can take part in a relay activity, remembering when to run and what to do.</p> <p>I can throw a variety of object, changing their action for accuracy and distance.</p> <p>I can select and use the most appropriate skills, actions and ideas.</p> <p>I can move and use actions with co-ordination and control.</p> <p>I can, with help, recognise how performances could be improved.</p> <p>I can explain how my work is similar and different to others.</p>	<p>I am aware of space and use it to support team mates and cause problems for the opposition.</p> <p>I know and use rules fairly to keep games going.</p> <p>I keep possession with some success when using equipment that is not used for throwing and catching skills. I can select and use the most appropriate skills, actions and ideas.</p> <p>I can move and use actions with co-ordination and control.</p> <p>I can, with help, recognise how performances could be improved.</p> <p>I can explain how my work is similar and different to others.</p>
Challenge	YEAR 4 SKILLS/STATEMENTS					

YEAR 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Can do statements	<p>I cooperate well with others and give helpful feedback.</p> <p>I help organise roles and responsibilities and I can guide a small group through a task.</p> <p>I can take the lead when working with a partner or group.</p> <p>I can use dance to communicate an idea.</p> <p>I can work on my movements and refine them.</p> <p>I can ensure my dance is clear and fluent.</p>	<p>I can persevere with a task and improve my performance through regular practice.</p> <p>I cope well and react positively when things become difficult.</p>	<p>I can work in a controlled way.</p> <p>I can include a change of speed.</p> <p>I can include a change of direction.</p> <p>I can include a range of shapes.</p> <p>I can follow a set of rules to produce a sequence.</p> <p>I can work with a partner to create, repeat and improve a sequence with at least 3 phases.</p> <p>I can take the lead when working with a partner or group.</p> <p>I can use dance to communicate an idea.</p> <p>I can work on my movements and refine them.</p> <p>I can ensure my dance is clear and fluent.</p>	<p>I can describe the basic fitness components.</p> <p>I can explain how often and how long I should exercise to be healthy.</p> <p>I can record and monitor how hard I am working.</p> <p>I can explain why a warm up is important.</p> <p>I can explain why keeping fit is good for my health.</p>	<p>I can link actions and develop sequences of movements that express my own ideas.</p> <p>I can change tactics, rules or tasks to make activities more fun or more challenging.</p>	<p>I can identify specific parts of performance to work on.</p> <p>I can understand ways (criteria) to judge performance.</p> <p>I can use my awareness of space and others to make good decisions.</p> <p>I can perform a variety of movements and skills with good body tension.</p> <p>I can link actions together so that they flow.</p> <p>I can follow a map in a more demanding familiar context.</p> <p>I can move from one location to another following a map.</p> <p>I can use clues to follow a route.</p>

						I can follow a route accurately, safely and within a time limit.
	<p>I can catch with one hand.</p> <p>I can throw and catch accurately.</p> <p>I can keep possession of a ball.</p> <p>I can move to find a space when they are not in possession during a game.</p> <p>I can vary tactics and adapt skills according to what is happening.</p> <p>I can select and use the most appropriate skills, actions or ideas.</p> <p>I can move and use actions with co-ordination and control.</p> <p>I can make up my own small- sided game.</p>	<p>I can catch with one hand.</p> <p>I can throw and catch accurately.</p> <p>I can hit a ball accurately and with control.</p> <p>I can keep possession of a ball.</p> <p>I can move to find a space when they are not in possession during a game.</p> <p>I can vary tactics and adapt skills according to what is happening.</p> <p>I can select and use the most appropriate skills, actions or ideas.</p> <p>I can move and use actions with co-ordination and control.</p> <p>I can make up my own small- sided game.</p>	<p>I can work in a controlled way.</p> <p>I can include a change of speed.</p> <p>I can include a change of direction.</p> <p>I can include a range of shapes.</p> <p>I can follow a set of rules to produce a sequence.</p> <p>I can work with a partner to create, repeat and improve a sequence with at least 3 phases.</p>	<p>I can hit a ball accurately and with control.</p> <p>I can keep possession of a ball.</p> <p>I can move to find a space when they are not in possession during a game.</p> <p>I can vary tactics and adapt skills according to what is happening.</p> <p>I can select and use the most appropriate skills, actions or ideas.</p> <p>I can move and use actions with co-ordination and control.</p> <p>I can make up my own small- sided game.</p>	<p>I can run over a long distance.</p> <p>I can spring over a short distance.</p> <p>I can throw in different ways.</p> <p>I can hit a target.</p> <p>I can jump in different ways.</p> <p>I can select and use the most appropriate skills, actions or ideas.</p> <p>I can move and use actions with co-ordination and control.</p>	<p>I can catch with one hand.</p> <p>I can throw and catch accurately.</p> <p>I can hit a ball accurately and with control.</p> <p>I can keep possession of a ball.</p> <p>I can move to find a space when they are not in possession during a game.</p> <p>I can vary tactics and adapt skills according to what is happening.</p> <p>I can select and use the most appropriate skills, actions or ideas.</p> <p>I can move and use actions with co-ordination and control.</p> <p>I can make up my own small- sided game.</p>
Challenge	YEAR 5 SKILLS/STATEMENTS					

YEAR 5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Can do statements	<p>I can compose my own dance in a creative and imaginative way.</p> <p>I can perform to an accompaniment expressively and sensitively.</p> <p>I can control my movements.</p> <p>I can dance with clarity, fluency, accuracy and consistency.</p>	<p>I can respond imaginatively to different situations.</p> <p>I can adapt and adjust my skills, movements or tactics so they are different from or in contrast to others.</p>	<p>I can develop methods to outwit opponents.</p> <p>I can recognise and suggest patterns of play which will increase chances of success.</p> <p>I have a clear idea of how to develop my own and others' work.</p>	<p>I can use combinations of skills confidently in sport specific contexts.</p> <p>I can perform a range of skills fluently and accurately in practice situations.</p>	<p>I can self-select and perform appropriate warm-up and cool down activities.</p> <p>I can identify possible dangers when planning an activity.</p> <p>I can explain some important safety principals when preparing for exercise.</p> <p>I can explain what effects exercise has on my body</p> <p>I can explain why exercise is important.</p>	<p>I see all new challenges as opportunities to learn and develop.</p> <p>I recognise my strengths and weaknesses and can set myself appropriate targets.</p> <p>I can follow a map in an unknown location.</p> <p>I can use clues and compass directions to navigate a route.</p> <p>I can change my route if there is a problem</p> <p>I can change my plan if I get new information.</p>
	<p>I can gain possession by working as a team.</p> <p>I can pass in different ways.</p> <p>I can choose the best tactics for attacking and defending.</p> <p>I can use a number of techniques to pass, dribble and shoot.</p>	<p>I can gain possession by working as a team.</p> <p>I can pass in different ways.</p> <p>I can choose the best tactics for attacking and defending.</p> <p>I can use a number of techniques to pass, dribble and shoot.</p>	<p>I can use forehand and backhand with a racquet.</p> <p>I can gain possession by working as a team.</p> <p>I can pass in different ways.</p> <p>I can choose the best tactics for attacking and defending.</p>	<p>I can gain possession by working as a team.</p> <p>I can pass in different ways.</p> <p>I can choose the best tactics for attacking and defending.</p> <p>I can use a number of techniques to pass, dribble and shoot.</p>	<p>I can use control when taking off and landing in a jump.</p> <p>I can throw with accuracy.</p> <p>I can combine running and jumping.</p> <p>I can follow specific rules.</p> <p>I can show good control in my movements.</p>	<p>I can gain possession by working as a team.</p> <p>I can pass in different ways.</p> <p>I can field.</p> <p>I can choose the best tactics for attacking and defending.</p> <p>I can use a number of techniques to pass, dribble and shoot.</p>

	<p>I can link skills, techniques and ideas and apply them accurately and appropriately.</p> <p>I can show good control in my movements.</p> <p>I can compare and comment on skills, techniques and ideas that others have used.</p> <p>I can use my observations to improve my work.</p>	<p>I can show good control in my movements.</p> <p>I can compare and comment on skills, techniques and ideas that others have used.</p> <p>I can use my observations to improve my work.</p>	<p>I can use a number of techniques to pass and score.</p> <p>I can show good control in my movements.</p> <p>I can compare and comment on skills, techniques and ideas that others have used.</p> <p>I can use my observations to improve my work.</p>	<p>I can show good control in my movements.</p> <p>I can compare and comment on skills, techniques and ideas that others have used.</p> <p>I can use my observations to improve my work.</p>	<p>I can compare and comment on skills, techniques and ideas that others have used.</p> <p>I can use my observations to improve my work.</p>	<p>I can show good control in my movements.</p> <p>I can compare and comment on skills, techniques and ideas that others have used.</p> <p>I can use my observations to improve my work.</p>
Challenge	YEAR 6 SKILLS/STATEMENTS					



YEAR 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Can do statements	<p>I review, analyse and evaluate my own and others' strengths and weaknesses.</p> <p>I can read and react to different situations as they develop.</p>	<p>I can effectively disguise what I am about to do next.</p> <p>I can use variety and creativity to engage an audience.</p>	<p>I can involve others and motivate those around me to perform better.</p>	<p>I can effectively transfer skills and movements across a range of activities and sports.</p> <p>I can perform a variety of skills consistently and effectively in challenging or competitive situations.</p>	<p>I can explain how individuals need different types and levels of fitness to be more effective in their activity/role/event.</p> <p>I can plan and follow my own basic fitness programme.</p> <p>I can explain how my body reacts to different kinds of exercise.</p> <p>I can choose appropriate warm up and cool downs.</p> <p>I can explain why we need regular and safe exercise.</p>	<p>I can create my own learning plan and revise that plan when necessary.</p> <p>I can accept critical feedback and make changes.</p> <p>I can plan a route and series of clues for someone else.</p> <p>I can play with others taking into account safety and danger.</p>
	<p>I can explain complicated rules.</p> <p>I can make a team plan and communicate with others.</p> <p>I can lead others in a game situation. I can apply skills. Techniques and ideas consistently.</p>	<p>I can explain complicated rules.</p> <p>I can make a team plan and communicate with others.</p> <p>I can lead others in a game situation. I can apply skills. Techniques and ideas consistently.</p>	<p>I can explain complicated rules.</p> <p>I can make a team plan and communicate with others.</p> <p>I can lead others in a game situation.</p>	<p>I can explain complicated rules.</p> <p>I can make a team plan and communicate with others.</p> <p>I can lead others in a game situation.</p>	<p>I can demonstrate stamina.</p> <p>I can use my skills in different situations.</p>	<p>I can explain complicated rules.</p> <p>I can make a team plan and communicate with others.</p> <p>I can lead others in a game situation.</p>

	<p>I can show precision, control and fluency.</p> <p>I can analyse and explain why I have used specific skills and techniques.</p> <p>I can modify use of skills or techniques to improve my work,</p> <p>I can create my own success criteria for evaluating.</p>	<p>I can show precision, control and fluency.</p> <p>I can analyse and explain why I have used specific skills and techniques.</p> <p>I can modify use of skills or techniques to improve my work,</p> <p>I can create my own success criteria for evaluating.</p>	<p>I can apply skills, techniques and ideas consistently.</p> <p>I can show precision, control and fluency.</p> <p>I can analyse and explain why I have used specific skills and techniques.</p> <p>I can modify use of skills or techniques to improve my work.</p> <p>I can create my own success criteria for evaluating.</p>	<p>I can apply skills, techniques and ideas consistently.</p> <p>I can show precision, control and fluency.</p> <p>I can analyse and explain why I have used specific skills and techniques.</p> <p>I can modify use of skills or techniques to improve my work.</p> <p>I can create my own success criteria for evaluating.</p>		<p>I can apply skills, techniques and ideas consistently.</p> <p>I can show precision, control and fluency.</p> <p>I can analyse and explain why I have used specific skills and techniques.</p> <p>I can modify use of skills or techniques to improve my work.</p> <p>I can create my own success criteria for evaluating.</p>
Challenge	Leadership roles, sporting challenges specific to the sport/skills.					