

Gymnastics

Gymnastics - Reception	Head	Developing own ideas for sequence of movements, remembering and completing the sequence. Shows understanding of how to transport and store equipment safely. Practices some appropriate safety measures without direct supervision. COEL/Creating & Thinking Critically: having own ideas, choosing ways to do things and finding new ways. ELG: Managing Self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
	Hand	Negotiate space and obstacles safely Demonstrate strength, balance & coordination when demonstrating gymnastics; Move energetically, such as jumping,climbing. Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions & physical disciplines including dance, gymnastics, sport & swimming. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Progress towards a more fluent style of moving, with developing control and grace.
	Heart	Consideration for themselves and others; Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. ELG: Self-Regulation Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;

Body Management

Body Management - Reception	Head	ELG: Managing Self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; ELG: Listening, attention & understanding Make comments about what they have heard and ask questions to clarify their understanding; COEL/Creating & Thinking Critically: having own ideas, choosing ways to do things and finding new ways.
	Hand	Negotiate space and obstacles safely Demonstrate strength, balance and coordination when playing; Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Manage their own basic hygiene and personal needs, including dressing
	Heart	Consideration for themselves and others Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, being a safe pedestrian Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. ELG: Self-Regulation Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Dance

Dance - Reception	Head	Developing own ideas for sequence of movements, remembering and completing the sequence. ELG: Managing Self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. COEL/Creating & Thinking Critically: having own ideas, choosing ways to do things and finding new ways.
	Hand	Negotiate space and obstacles safely. Demonstrate strength, balance and coordination when demonstrating gymnastics; Move energetically, such as jumping, climbing. Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Progress towards a more fluent style of moving, with developing control and grace.
	Heart	Consideration for themselves and others. ELG: Self-Regulation Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Manipulation & Coordination

Manipulation and Co-Ordination - Reception	Head	Developing own ideas for sequence of movements, remembering and completing the sequence. ELG: Managing Self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; Explain the reasons for rules, know right from wrong and try to behave accordingly
	Hand	Negotiate space and obstacles safely Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Develop overall body-strength, balance, co-ordination and agility.
	Heart	Consideration for themselves and others; ELG: Self-Regulation Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Work and play cooperatively and take turns with others;

Speed & Agility

Speed and Agility - Reception	Head	ELG: Managing Self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge COEL/Active Learning: being involved and concentrating, keeping on trying, enjoying achieving what they set out to do COEL/Playing and Exploring: finding out and exploring, using what they know in their play, being willing to have a go
	Hand	Negotiate space and obstacles safely Move energetically, such as running, hopping, skipping Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Develop overall body-strength, balance, co-ordination and agility. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.
	Heart	Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, being a safe pedestrian Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. consideration for themselves and others ELG: Self-Regulation Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Work and play cooperatively and take turns with others;

Cooperate & Solve Problems

Cooperate and Solve Problems - Reception	Head	ELG: Managing Self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge Explain the reasons for rules, know right from wrong and try to behave accordingly; ELG: Listening, attention & understanding Make comments about what they have heard and ask questions to clarify their understanding;
	Hand	Negotiate space and obstacles safely Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball Move energetically, such as running, hopping, skipping Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing Develop overall body-strength, balance, co-ordination and agility
	Heart	Consideration for themselves and others ELG: Self-Regulation Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Work and play cooperatively and take turns with others;

Gymnastics

Gymnastics – Year 1	Head	Use words such as rolling, travelling, balancing, climbing
		Decide which supporting concepts and actions to add to their sequence
		Safely move and carry basic gym equipment such as mats and benches
	Hand	Recognise like actions and link them together
		Perform simple gymnastic actions and shapes
		Remember and perform a simple sequence using rolling, travelling, climbing, balancing and jumping
	Heart	Make their body tense, relaxed, stretched and curled
		Perform in unison and canon
		Move on, off and over object with confidence
		Communicate with a partner to create short sequence
Gymnastics – Year 2	Head	Comment on aspects of own and others' performances
		Perform with control and consistency basic actions at different speeds and on different levels
		Create and perform a simple sequence
	Hand	Show contrasts in gymnastics shapes and actions
		Work to improve flexibility and strength
		Attempt to use rhythm whilst performing a sequence
	Heart	Use core strength to link gymnastic elements e.g. back support and half twist
		Remember and repeat sequences
		Reflect on own performance and use scoring system to judge performance
		Develop character and maturity to work in close proximity with others
Gymnastics – Year 3	Head	Modify actions independently using different pathways, directions and shapes
		Identify similarities and differences in sequences
		Perform sequences with contrasting actions
	Hand	Show strength and flexibility to shapes and actions being performed
		Remember and repeat sequences
		Adapt basic sequences to include some apparatus
	Heart	Develop body management over a range of floor exercises
		Comment on others' gymnastics sequences describing what they did well
		Can suggest how developing strength and flexibility helps in maintaining a healthy active lifestyle
Gymnastics – Year 4	Head	Decide on ways to improve a piece of work using compositional elements and implement changes
		Apply a broader range of more challenging skills executed with precision
		Perform actions such as balance, body shapes and flight with control
	Hand	Develop an increased range of body actions and shapes to use in longer, more complex sequences
		Identify 'core muscles' and use them to improve quality of shapes and actions
		Show smooth transitions and flow in sequences
	Heart	Adapt actions and sequences to work with partners and small groups
		At key points, compare their performances to previous ones
		Selects a component for improvement and use guidance from others to do so
		Explain the significance of a warmup and how it relates to gymnastics activity
Gymnastics – Year 5	Head	Create longer and more complex sequences and adapt their performances
		Follow, copy and repeat others' actions
		Make a dynamic sequence with contrasting shapes and actions and balances demonstrating smooth transitions
	Hand	Attempt to perform more complex skills in isolation such as round-off
		Remember and repeat longer sequences with more difficult actions such as cartwheels, shoulder rolls
		Work responsibly in trust exercises and when counterbalancing
	Heart	Perform symmetry and asymmetry individually, in pairs and as a group
		Identify their strengths and weakness and compose a sequence which will achieve the highest score against criteria
		Perform increasingly complex sequences
		Compose and practise actions and relate to music
Gymnastics – Year 6	Head	Experience flight on and off of apparatus
		Show clarity, fluency, accuracy and consistency in their movements
		Lead group warm up demonstrating the importance of strength and flexibility
	Hand	Work independently and in small groups to make up sequences to perform to an audience
	Heart	

Dance

Dance – Year 1	Head	Confident to explore space within their dances and movements
		Recognise that dances can have themes and stories
		Perform basic body actions along with music
	Hand	Use different parts of the body, combine arm and leg actions
		Perform with an awareness of body shape required
		Remember and repeat simple movement patterns
	Heart	Move with control and show spatial awareness
		With help, compose a basic movement phrase
		Work with a partner
		Engage with the class to perform marching sequence and canon
Dance – Year 2	Head	Select movements that show a clear understanding of the theme/story/idea of the dance
		Show confidence to perform in front of others
		Show some sense of dynamic, expressive and rhythmic qualities in their own dance
	Hand	Use different parts of the body in isolation and combination
		Perform with control and balance and demonstrating coordination
		Explore and use basic choreography including levels, speed changes, unison and canon
	Heart	Move with imagination responding the music
		Perform with expression
		Attempt to work as part of a group to perform a dance
		Able to comment on ideas and emotions and how they can be portrayed through dance
Dance – Year 3	Head	Contribute ideas to the structure of the dance
		Describe using appropriate language the features of dances performed by others
		Attempt to perform with a sense of dynamics
	Hand	Competently include props and other ideas in their dance
		Attempt short pieces of improvised dance responding to the structure/theme of the dance
		Share and create short dance phrases with a partner and in small groups
	Heart	Perform movements with increased control
		Express moods and feelings throughout the dance piece
		Can decide with others which floor patterns/pathways to follow
		Respond sensitively to professional work
Dance – Year 4	Head	Refine, repeat and remember short dance phrases
		Perform with increasing musicality with control and confidence
		Perform dances with consistency
	Hand	Show rhythm and style when performing as an individual and with others
		Dance using a variety of formations confidently
		Show sensitivity to a dance idea/theme or story
	Heart	Showing self-control and maturity to perform a partner/ group contact work
		Confidently participate in dances from different cultures/parts of the world
		Perform different styles of dance clearly and fluently
		Refine & improve dances adapting them to include use of space rhythm & expression
Dance – Year 5	Head	Adapt their skills to meet the demands of a range of dance styles
		Incorporate levels and flight into movement patterns and dances
		Create and use compositional ideas confidently such as pathways, step patterns and unison
	Hand	Recognise and comment on dances suggesting ways to improve
		Work collaboratively in groups to compose short dances
	Heart	
Dance – Year 6	Head	Interpret different stimuli with imagination and flair
		Identify in others and self where good performance qualities are achieved
		Warm up and cool down independently
	Hand	Work creatively and imaginatively on their own, in pairs and in a group to create simple dances
		Use recognised dance actions and adapt to create motifs and movement patterns
		Communicate the artistic intention of a dance clearly, fluently, musically and with control
	Heart	Practise and refine coordination skills through activities such as live aural setting / freeze frame
		When working in groups/pairs take the lead suggesting ideas and refining actions of others
		Use facial expression to communicate emotion and a further narrative

Run Jump Throw – Athletic Activity

Run Jump Throw – Year 1	Head	Suggest links between types of exercises e.g. training speed for different jumping activities
		Demonstrate awareness for the need to improve and attempt to improve
		Select correct skill for the situation
	Hand	Can start and stop at speed, run in straight lines using a variety of speeds
		Attempt a variety of jumps taking off and landing on different foot combinations e.g., 2 to 1, 1 to 2 etc.
		Handle and throw a variety of different objects and attempt to throw for distance
	Heart	Copy and repeat basic movements for extended periods of time developing stamina
		Demonstrate some core strength to hold a variety of shapes and positions
		Move a variety of objects quickly showing a range of techniques
		Developed agility and coordination skills to competently take part in a range of activities
Run, Jump, Throw – Year 2	Head	Work partner to help improve their performance
		Participate as part of a team to compete in running relays
		Make choices about appropriate throws for different types of activity
	Hand	Can identify areas of activities that need improvement e.g. power in throws to throw further
		Develop power, agility, coordination and balance over a variety of activities
		Can throw and handle a variety of objects including quilts, beanbags, balls, hoops
	Heart	Can negotiate obstacles showing increased control of body and limbs
		Use agility in running games
		Apply skills in a variety of activities
		Practise to improve skills
Run, Jump, Throw – Year 3	Head	Discuss thoughts and feelings around physical challenges and what it means to be a team player
		Work cooperatively to complete running, jumping and throwing tasks
		Consider others when playing games to respect their space and boundaries
	Hand	
	Heart	
Athletics – Year 4	Head	Events Taught:
		Take part in basic scoring of different events
		Compete with others and record points
	Hand	Link running and jumping activities with some fluency and consistency
		Control movements and body actions in response to specific instructions
		Jump for height and distance with control and balance
	Heart	Run at different speeds according to event and instruction
		Throw a variety of objects using different recognised throws
		Throw more accurately and over greater distances
		Run as part of a relay team
Athletics – Year 5	Head	Identify how to improve own and others work and be tactful
		Events Taught:
		Decide on ways to improve, run, jumps and throws and implement changes
	Hand	Show differences between sprinting and running speeds over a variety of distances
		Throw a variety of objects demonstrating accuracy i.e. object landing in throwing zone
		Perform a range of jumps with consistency, sometimes approaching jump with a run up
	Heart	Compete in running, jumping and throwing activities and compare their own performance with previous
		Work with others to score and record distance and times accurately
		Develop control in baton exchange and analyse as a team how to improve handover
		Events Taught:
Athletics – Year 6	Head	Identify how they can change an activity by using the STEP principle
		Distinguish between good and poor performances and suggest ways to improve self and others
		Sustain pace over shorter and longer distances such as running 100m and running for 2 minutes
	Hand	Perform a range of jumps in different activities
		Demonstrate a range of throwing actions using different equipment with some consistency and control
		Able to run as part of a team in relay style events and demonstrate max effort pace
	Heart	Compare own performance with previous ones and demonstrate improvement to achieve personal best
		Events Taught:
		Accurately and confidently judge across a range of athletics activities
		Record accurately scores given in variety events
Athletics – Year 7	Head	Demonstrate accuracy and good technique when throwing for distance
		Show good technique and control for jumping activities
		Choose appropriate run up distance as an individual for athletic jumps
	Hand	Use appropriate pace for different running distances
		Demonstrate improvement when working with self and others
		Use appropriate language to deliver a taught activity to their peers
	Heart	

Attack, defend, compete – Invasion games

Attack, defend, compete – Year 1	Head	Recognise rules and apply them in competitive and cooperative games
		Make decisions about how to defend a target
		Begin to engage in competitive activities
	Hand	Roll, slide or throw a beanbag or ball with accuracy
		Bounce a medium sized ball to self and attempt to bounce to others
		Attempt to intercept and catch a thrown ball
	Heart	Work in collaboration with others to attack and score points
		Identify the things that they like about exercise both in and outside of school
Attack, defend, compete – Year 2	Head	Select and apply a small range of simple tactics
		Begin to look for space to pass into or run to in order to receive
		Select the more appropriate skill to move forwards to shoot
	Hand	Can send a ball using feet
		Can receive a ball using feet
		Link combinations of skills e.g. dribbling and passing with hands in isolation and combination
		Can send a ball using hands
		Can receive a ball using hands
		Can play in a variety of positions in both defence and attack
	Heart	Work with a partner and in small groups to develop skills
		Show awareness of teammates and opponents in games
Invasion – Year 3	Head	Sports Taught:
		Recognise when you need to defend
		Employ tactics to put pressure on opponents
	Hand	Being aware and able to undertake the demands different positions to support both attack defence
		Send and receive a ball with some consistency to keep possession
		Sometimes move into space to receive the ball
	Heart	Use recognised passes in isolation e.g. chest pass for netball or kicking with the inside of the foot for football
		Play using basic rules of recognised game e.g. hockey or football
		Shoot at a goal using appropriate skills e.g. slap shot in hockey or set shot in basketball
		Work as part of a team to attack towards a goal
Invasion – Year 4	Head	Sports Taught:
		Working with team mates to make it difficult for the opposition
		Use tactics to perform defensively both as a team and as an individual
	Hand	Play using recognised marking techniques of specific game e.g. hockey, tag rugby
		Send and receive the ball with accuracy, controlling to score points/goals
		Keep possession of the ball as an individual using skills such as dribbling and running with the ball
	Heart	Show speed and endurance in a game situation
		Move into space to help others and the ball over longer distances
		Work as part of a team to attack and score in defined area. In netball play within positional restrictions
		Use and apply the basic rules of the game
Invasion – Year 5	Head	Sports Taught:
		Play in formations and execute 'set plays' in game situations
		Explain the need for different tactics and attempt these in a game situation
	Hand	Know and apply the rules consistently in a game situation
		Able to combine basic skills such as dribbling and passing
		Select and apply skills in game situation with some consistency e.g. dodging, pivoting, dribbling and running with the ball
	Heart	Move balls over longer distances accurately, demonstrating power
		Play in different positions with some success
		Where appropriate mark goal side
		Use appropriate language to explain their attacking and defensive play
Invasion – Year 6	Head	Sports Taught:
		Choose and implement a range of strategies to attack & defend such as restricting attackers' space or goal side marking
		Suggest, plan and lead a warmup or drill and use STEP technique to modify
	Hand	Make quicker decisions in games (on and off the ball)
		Use and apply boundary rules such as corners, self-pass and sideline in relevant game
		Build upon set plays such as in tag rugby, some suggest improvements to play
	Heart	Use a variety of techniques for passing, controlling, dribbling and shooting the ball in games
		Play in a variety of positions (attacking and defensive)
		Consistently catch/stop and control a ball
		Able to track and control a rebound from shot (penalty or open play)

Send & Return – Net/wall games

Send & Return – Year 1	Head	Identify space to send a ball into
		Can describe how they worked with their partner to send and receive
		Able to send an object with increased confidence using hand or bat
	Hand	Move towards a moving ball to return with hand or bat
		Score points against opposition over a line/net
		Select and apply skills to win points
	Heart	Chase, stop and control balls and other objects such as beanbags and hoops
		Track balls and other equipment sent to them, moving in line with the ball to collect or return
		Work with a partner to send and return an object and play in a simple rally
		Play cooperatively in a game situation
Send & Return – Year 2	Head	Decide on and play with dominant hand
		Develop tactics to outwit your opponent so they cannot return the ball
		Demonstrate basic sending skills in isolation and small games
	Hand	Show agility to track the path of ball over a line/net and move towards it
		Hit a ball using both hand and racquet with some consistency
		Return a ball coming towards them using hand or racquet
	Heart	Play in a modified game send and returning the ball over a line/net
		Start a game using basic serving skills
		Has developed hitting skills with a variety of bats
Net / Wall – Year 3	Head	Sports Taught:
		Keep count/score of a game
		Can discuss the different type of shots that may be used in a variety of situations
	Hand	Serve to begin a game
		Play a continuous game using throwing and catching or some simple hitting
		Can play within boundaries
	Heart	Use a small range of basic racquet skills
		Move towards a ball/shuttle to return over a line/net
		Play over a net
		Work with a partner to play in a doubles game
Net / Wall – Year 4	Head	Sports Taught:
		Choose ways to send the ball to make it difficult for opponent to return
		Play the role of umpire to keep score
	Hand	Explore shots on both sides of the body and attempt with confidence
		Use a small range of racquet/hand skills
		Use basic defensive tactics to defend the court i.e. moving to different positions on the court
	Heart	Work with a partner / small groups to return a served ball/shuttle
		Play competitively with others and against others in modified games
Net / Wall – Year 5	Head	Sports Taught:
		Cooperate and collaborate with others to play in a sportsman like way
		Recognise where they should stand on the court when playing on their own and with others
	Hand	Play a range of basic shots on both sides of the body, move feet to hit ball at most appropriate point
		Play modified games with confidence sending and returning a ball/shuttle this may be with differentiated equipment
		Apply some control when returning the ball/shuttle including foot placement, shot selection and aim
	Heart	Can apply with some success, a range of techniques to win points
		Demonstrate a variety of service shots in isolation and some game play
		Play with others with some flow to the game, keeping track of their own scores
		Suggest and lead warmups that prepare the body appropriately for net/wall activities
Net / Wall – Year 6	Head	Sports Taught:
		Make appropriate choices in games about the best shot to use
		Apply tactics in games effectively
	Hand	Use forehand, backhand and overhead shots in isolation
		Use forehand, backhand and overhead shots with more confidence in games
		Start games with the appropriate serve
	Heart	Begin to use full scoring systems
		Develop doubles play further implement basic positioning tactics (team play for volleyball)
		Use speaking and listening skills to umpire and play with peers without dispute

Hit Catch Run – Striking and fielding games

Hit, Catch, Run – Year 1	Head	Able to identify when a point has been scored and keep count of score
		Can choose where to send the ball to maximise chance to score
		Can make choices where to stand in the field to restrict runs scored
	Hand	Catch a medium sized ball thrown over a short distance
		Intercept, retrieve and stop a beanbag and a medium-sized ball with some consistency
		Track balls and other equipment sent to them, moving in line with the ball to collect it
	Heart	Run between bases to score points
		Retrieve and return a ball to a base
		Use a range of sending skills to put ball into space
		Able to self-feed ball to hit off hand and strike ball off cone
Hit, Catch, Run – Year 2	Head	Work collaboratively to score runs showing encouragement and support
		Show awareness of teammates fielding positions to restrict runs in a simple game scenario
	Hand	Make choices about where to hit the ball
		Make tactical decisions about where to position themselves in the field
		Has developed hitting skills with a variety of bats
	Heart	Practised bowling/feeding a ball to other players
		Run in a game to score points
		Attempted to play the role of wicket keeper or backstop
		Makes attempts to catch balls coming towards player in games
Striking & Fielding – Year 3	Head	Can work in small groups to field and bat
		Display sportsmanship when competing against others
	Hand	Sports Taught:
		Adhere to some basic rules of recognised games such as rounders or cricket
		Explain how fielders work together to restrict batters runs
	Heart	Apply simple tactics to choose where to hit the ball
		Strike a ball with some consistency
		Develop skills to use in isolation and in competitive play e.g. throwing, catching and bowling
Striking & Fielding – Year 4	Head	Play in simplified games
		Bowl accurately
		Show ready position to catch a ball
	Hand	Strike a stationary ball (off tee) with some consistency
		Strike a bowled ball with some consistency
		Identify how to improve own and others work and be tactful
	Heart	Field as a team to return the ball to the bowler/base effectively
Striking & Fielding – Year 5	Head	Sports Taught:
		With increasing consistency, choose where to direct a hit from a bowled ball
		Use and apply the basic rules of the game
	Hand	Apply speed and decision making to run safely between scoring markers e.g. stumps, posts
		Play confidently in a variety of roles such as fielder, bowler, backward e.g. wicket keeper/backstop
		Track and intercept the ball along the ground sometimes collecting with 1 hand
	Heart	Bowling a recognised action with some consistency
		In their local community can they identify locations in which they could play striking and fielding games
Striking & Fielding – Year 6	Head	Sports Taught:
		Recognise where increased flexibility and power is an advantage in striking and fielding the ball
		In a game situation play using a range of simple tactics such as getting players out to restrict the attack
	Hand	Use and apply the basic rules of the game fairly and consistently
		Choose where to hit the ball to maximise likely hood of scoring runs
		Use a variety of shots in isolation and in a game situation
	Heart	Throw with accuracy and consistency over short distances
		Tracking flight of the ball to increase catching success
		Begin to employ specific bowling techniques such as overarm in cricket
		Work collaboratively with others to both score runs and, in the field, to restrict runs

OAA

OAA – Year 3	Head	Describe their work and the strategies they use to solve problems
		Independently identify factors needed to complete a task
		Use acquired skills to create maps and directions
	Hand	Identify and use symbols on a map to navigate
		Play competitively and fairly implementing the rules
	Heart	Perform with strength, stamina and endurance in more physical tasks
Lead others and be led		
OAA – Year 4	Head	Can work with others to solve problems
		Plan and refine strategies to solve problems
		Identify what they have done well and suggest ways to improve
	Hand	Work out answers from clues, working independently from teacher
		Use maps, symbols and compass confidently to navigate
	Heart	Remember and recall map symbols and other relevant key information
Work well as part of a team or group within well-defined role		
OAA – Year 5	Head	Listen and be directed by others
		Recall and remember symbols, items and objects during task as an individual and team
		Play a role in problem solving
	Hand	Communicate using code
		Work at a high intensity for sustained period whilst completing a task
	Heart	Evidence results and keep score
Compete against others and perform under pressure		
OAA – Year 6	Head	Explore and refine ways of communicating to best complete a set task
		Use knowledge of games in PE to suggest adaptations and variations to games/activities
		Follow instructions accurately
	Hand	Use written description to identify objects
		Refine and adapt ideas in group task
	Heart	Use information given by others to complete a task and work collaboratively
Work collaboratively to perform a more complex task		
		Takes responsibility for a role in a task

