

St John's Curriculum PE Coverage

Y1

Dance	<p>To perform dances using simple movement patterns.</p> <p><i>Movement and Skills</i></p> <ul style="list-style-type: none">• Demonstrate more control in a variety of movements.• Recognise rhythm and beat within the music and be able to move in time to the music led by the teacher <p><i>Team work, reviewing and understanding benefits</i></p> <ul style="list-style-type: none">• Work with a partner or small group to copy or create a formation for the movements.• Work individually and with a partner - solo and duet.• Make a suggestion on how to improve my performance.• Demonstrate how to exercise safely. <p><i>Choreography</i></p> <ul style="list-style-type: none">• Describe how a piece of music makes them feel and the kind of movements they want to do.• Create and develop actions and movements around a given story or theme.• Create and develop a variety of actions and movements that travel and change direction and speed.• Link 2 or more movements together to begin a sequence.• Create actions to tell a story.• Use imagination when creating actions and ideas.• Generate ideas and actions using music, videos, stories and pictures as stimuli.
Gymnastics	<p>To master basic movements including jumping, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p><i>Movement Skills</i></p> <ul style="list-style-type: none">• Make my body tense, relaxed, curled and stretched in different positions including Dish, Arch etc.• Rolling, travelling, balancing and jumping in different ways with control.• Climb on the equipment and off it with support in the first instance leading on to being independent. <p><i>Choreography Skills</i></p> <ul style="list-style-type: none">• Plan and show a sequence of movements.• Describe how a piece of music makes them feel and the kind of movements they want to do. <p><i>Team work and Reviewing</i></p> <ul style="list-style-type: none">• Cooperate with a partner.• Talk about my movements and actions and the movements and actions of others and describe them to other people.

<p>Games</p>	<p>To master basic movements including throwing and catching, as well as developing balance and co-ordination, and begin to apply these in a range of activities.</p> <p>To participate in team games, developing simple tactics for attacking and defending.</p> <p><i>Movement Skills</i></p> <ul style="list-style-type: none"> • Play a variety of running and avoiding games, running and changing direction at speed. • Explore different ways of moving including skipping, walking, running, and jumping. • Throw in different ways, underarm, overarm and overhead. • Retrieve and stop a ball using different parts of the body. • Kicking the ball along the ground, kicking the ball in the air. • Exploring different ways of sending/passing a ball, bean bag using hands, equipment against a wall. • Experiment using racquets (Badminton, Squash, Tennis) with bean bags, sponge balls, tennis balls, air flow. • Develop the fundamental movement skills of balance, co-ordination and agility, moving slowly, quickly, changing direction. <p><i>Game Play and Tactics</i></p> <ul style="list-style-type: none"> • Know some simple game tactics and ways of dodging an opponent. • Follow simple rules. • Participate in activities in small groups, taking turns and experiencing winning and losing. <p><i>Reviewing and understanding Benefits</i></p> <ul style="list-style-type: none"> • Show how to exercise safely. <p>Make a suggestion on how to improve my performance.</p>
<p>Athletics</p>	<p>To master basic movements including running, jumping and throwing, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p><i>Movement Skills</i></p> <ul style="list-style-type: none"> • Run at fast, medium and slow speeds. • Copy and repeat a short sequence of linked jumps. • Throw a variety of throwing implements including bean bags, balls and javelin. <p><i>Thinking</i></p> <ul style="list-style-type: none"> • Make some suggestions on how to improve my performance and performances of others. This will vary according to the subject knowledge of each child and their confidence to verbalise feedback. <p><i>Reviewing and Communicating</i></p> <ul style="list-style-type: none"> • Communicate appropriately and effectively in accordance with expectations for their age. Activity specific knowledge and terminology will vary greatly depending on children's prior experiences, such as what they have learned outside of school. • Demonstrate a level of confidence and self-esteem to 'have a go' and not be afraid to 'fail'. This will vary according to children's age, maturity and personality and should be addressed accordingly.

Dance	<p>To perform dances using simple movement patterns.</p> <p><i>Movement and Skills</i></p> <ul style="list-style-type: none"> • Demonstrate control over movements and show good co-ordination. • Start to count out the phrases of 8 counts within the music on the regular beat correctly. <p><i>Team work, reviewing and understanding benefits</i></p> <ul style="list-style-type: none"> • Work with a partner or small group to copy start and end positions. • Work with a partner or small group to copy or create formations for the movements. • Make a suggestion on how to improve my performance and performances of others. • Describe how my body feels during different activities and explain what my body needs to keep healthy. <p><i>Choreography</i></p> <ul style="list-style-type: none"> • Use descriptive words to explain how the music makes them feel and create suitable movements for those feelings. • Copy and repeat some movement skills to include: travelling, turning, jumping, balance and levels. • Explore combining skills such as travelling and jumping, turning on different levels. • Link 2 or more movements together to form a sequence. Remember the movement order and perform the sequence. • Create movements to tell a story. • Use creative and expressive ideas. • Generate ideas and actions using music, videos, stories and pictures as stimuli.
Gymnastics	<p>To master basic movements including jumping, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p><i>Movement Skills</i></p> <ul style="list-style-type: none"> • Show some control of basic movements. • Rolling, travelling, balancing and jumping in specific movements with control. • Climb on and perform movements on equipment safely. <p><i>Choreography Skills</i></p> <ul style="list-style-type: none"> • Create a sequence of movements which follow a set of rules. • Use descriptive words to explain how the music makes them feel and create suitable linking movements for those feelings. <p><i>Team work and Reviewing</i></p> <ul style="list-style-type: none"> • Work independently and with a partner to create a sequence. • Make a suggestion on how to improve my gymnastics sequence and sequences of others.

<p>Games</p>	<p>To master basic movements including throwing and catching, as well as developing balance and co-ordination, and begin to apply these in a range of activities.</p> <p>To participate in team games, developing simple tactics for attacking and defending.</p> <p><i>Movement Skills</i></p> <ul style="list-style-type: none"> • Move and stopping with and without a ball e.g. when dribbling a football, bouncing a ball. • Develop skipping, walking, running, and jumping skills. • Throw and catch with increased control and co-ordination. • Throw and catch with a variety of different sized balls. • Dribbling the ball along the ground in and out of objects e.g. cones, kicking the ball towards a target. • Developing passing to a partner using a number of sending and receiving techniques - along the ground, in the air, using different levels. • Know the grips for using both bats and racquets. • Demonstrate control over movements and show good co-ordination. <p><i>Game Play and Tactics</i></p> <ul style="list-style-type: none"> • Choose, use and vary simple tactics. • Follow slightly more complex rules. • Participate in team games. <p><i>Reviewing and understanding Benefits</i></p> <ul style="list-style-type: none"> • Describe how my body feels during different activities and explain what my body needs to keep healthy. • Watch others accurately. Describe what they see and ask to copy others' ideas, skills and tactics.
<p>Athletics</p>	<p>To master basic movements including running, jumping and throwing, as well a developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p><i>Movement Skills</i></p> <ul style="list-style-type: none"> • Run at fast, medium and slow speeds. • Copy and repeat a short sequence of linked jumps. • Throw a variety of throwing implements including bean bags, balls and javelin. <p><i>Thinking</i></p> <ul style="list-style-type: none"> • Make some suggestions on how to improve my performance and performances of others. This will vary according to the subject knowledge of each child and their confidence to verbalise feedback. <p><i>Reviewing and Communicating</i></p> <ul style="list-style-type: none"> • Communicate appropriately and effectively in accordance with expectations for their age. Activity specific knowledge and terminology will vary greatly depending on children's prior experiences, such as what they have learned outside of school. • Demonstrate a level of confidence and self-esteem to 'have a go' and not be afraid to 'fail'. This will vary according to children's age, maturity and personality and should be addressed accordingly.

Dance	<p>To perform dances using a range of movement patterns.</p> <p><i>Movement and Skills</i></p> <ul style="list-style-type: none"> • Work towards precision of movement and co-ordination. • Move in time to the music confidently using varying types of accompaniment. • Count out the phrases of 8 counts within the music on the regular beat correctly and confidently. <p><i>Team work, reviewing and understanding benefits</i></p> <ul style="list-style-type: none"> • Work with a partner to create dance sequences including start and end positions and changing formations. • Work co-operatively with a group to create a dance sequence including start and end positions and changing formations. • Make some suggestions on how to improve my performance and performances of others. • Explain why it is important to warmup and cool-down. <p><i>Choreography</i></p> <ul style="list-style-type: none"> • Create movements to express feelings or ideas that are suggested by the music. • Copy and repeat some movement skills to include: travelling, turning, jumping, balance, levels and using different planes of movement. • Combine skills such as travelling and turning, with some complexity and confidence. • Link 3 or more movements together to form a sequence. Remember the movement order and perform the sequence. • Create movements to communicate a character, story, mood, feeling or idea. • Express an idea in an original way • Using more creative ways to stimulate ideas including poetry, art, history, science etc.
Gymnastics	<p>To develop flexibility, strength, technique, control and balance [for example, through gymnastics]</p> <p><i>Movement Skills</i></p> <ul style="list-style-type: none"> • Work with increasing control and strength and improving flexibility. • Rolling, travelling, balancing and jumping in specific movements with increased control and precision. • Mount, dismount and perform movements on equipment safely. <p><i>Choreography Skills</i></p> <ul style="list-style-type: none"> • Create some linking and transition movements to a specific theme. • Create linking movements to express feelings or ideas that are suggested by the music. <p><i>Team work and Reviewing</i></p> <ul style="list-style-type: none"> • Work with a partner to create, repeat and improve a sequence. • Compare and contrast gymnastic sequences, commenting on similarities and differences.

Games	<p>To use throwing and catching in isolation and in combination.</p> <p>To play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</p> <p><i>Movement Skills</i></p> <ul style="list-style-type: none"> • Remain in control of an object, such as a ball, while travelling. • Continue to develop skipping, walking, running and jumping skills in combination. These skills will be refined through movement patterns in games activities. • Throw and catch with control using different throws. • Throw and catch with a variety of different balls and using different types of throwing and catching. • Dribbling, passing the ball along the ground, flicking the ball in the air, dribbling in different directions. • Improving passing and receiving skills e.g. underarm throw to a partner. • Practice hitting with bats and racquets using a variety of equipment e.g. bean bags, shuttles, balls. • Work towards precision of movement and co-ordination. <p><i>Game Play and Tactics</i></p> <ul style="list-style-type: none"> • Understand attacking and defensive tactics. • Know, understand and use rules fairly to keep games going. • Play games that involve working as a team, keeping possession and scoring in targets. <p><i>Reviewing and understanding Benefits</i></p> <ul style="list-style-type: none"> • Explain why it is important to warmup and cool-down. • Make some suggestions on how to improve my performance and performances of others.
Athletics	<p>To use running, jumping and throwing in isolation and in combination.</p> <p>To develop flexibility, strength, technique, control and balance [for example, through athletics].</p> <p>To compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p><i>Movement Skills</i></p> <ul style="list-style-type: none"> • Run at fast, medium and slow speeds, changing speed and direction. • Take part in a relay activity, remembering when to run and what to do, staying in a lane/area and able to pass on the baton. • Make up and repeat a short sequence of linked jumps. • Throw a variety of throwing implements including bean bags, balls, discus, javelin. <p><i>Thinking</i></p> <ul style="list-style-type: none"> • Make some suggestions on how to improve my performance and performances of others. This will vary according to the subject knowledge of each child and their confidence to verbalise feedback. <p><i>Reviewing and Communicating</i></p> <ul style="list-style-type: none"> • Communicate appropriately and effectively in accordance with expectations for their age. Activity specific knowledge and terminology will vary greatly depending on children's prior experiences, such as what they have learned outside of school.

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| | <ul style="list-style-type: none">• Demonstrate a level of confidence and self-esteem to 'have a go' and not be afraid to 'fail'. This will vary according to children's age, maturity and personality and should be addressed accordingly. |
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Dance	<p>To perform dances using a range of movement patterns.</p> <p><i>Movement and Skills</i></p> <ul style="list-style-type: none"> • Demonstrate precision of movement and co-ordination. • Move in time to the music demonstrating an awareness of rhythm and phrasing. • Count out the phrases of 8 counts within the music on the regular beat, slow beat and quick beat correctly. <p><i>Team work, reviewing and understanding benefits</i></p> <ul style="list-style-type: none"> • Work with a partner to create dance sequences with good synchronicity. • Work co-operatively with a group to create dance sequences with good synchronicity in formations, introducing canons and other group formations where different group members perform different actions at different times. • Make suggestions on how to improve my performance and performances of others using correct dance terminology. • Identify some muscle groups used in Dance. <p><i>Choreography</i></p> <ul style="list-style-type: none"> • Create movements, movement patterns and elements of stillness to express feelings or ideas that are suggested by the music. • Copy, repeat and develop more movement skills to include: travelling, turning, jumping, balance, levels and using different planes of movement. • Combine skills with more complexity, confidence and precision. • Link several movements together to form a sequence. Remember the movement order and perform the sequence. • Create and develop movements to communicate a character, story, mood, feeling or idea. • Express ideas in original and imaginative ways. • Using more creative ways to stimulate ideas including poetry, art, history, science etc.
Gymnastics	<p>To develop flexibility, strength, technique, control and balance [for example, through gymnastics]</p> <p><i>Movement Skills</i></p> <ul style="list-style-type: none"> • Work with control, strength and fluidity and improving flexibility. • Rolling, travelling, balancing and jumping in specific movements with control and precision and changing speed and direction. • Mount, dismount and perform movements on equipment safely with increasing control and balance. <p><i>Choreography Skills</i></p> <ul style="list-style-type: none"> • Combine movements and shapes to create new patterns. • Create linking movements, movement patterns and elements of stillness to express feelings or ideas that are suggested by the music. <p><i>Team work and Reviewing</i></p> <ul style="list-style-type: none"> • Adapt sequences to suit different abilities within a partnership. • Make suggestions on how to improve my own performance and performances of others.

<p>Games</p>	<p>To use throwing and catching in isolation and in combination. To play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</p> <p><i>Movement Skills</i></p> <ul style="list-style-type: none"> • Remain in control of a ball while travelling and stopping. • Continue to develop skipping, walking, running and jumping skills in combination. These skills will be refined through movement patterns in games activities. • Throw and catch accurately. • Catch with one hand. • Kicking the ball towards large and small targets. • Improve accuracy of passes and understand where to stand when receiving e.g. closer together for underarm, further apart for overarm throw. • Develop racquet and ball skills-hitting the balls against a wall or at a partner. • Demonstrate precision of movement and co-ordination. <p><i>Game Play and Tactics</i></p> <ul style="list-style-type: none"> • Understand and use attack and defence tactics. • Understand rules about the games and know what rules are needed to make games fair. • Participate in team games that need an awareness of space and the use of space to support teammates and outwit the opposition. <p><i>Reviewing and understanding Benefits</i></p> <ul style="list-style-type: none"> • Identify some muscle groups used in physical activities. • Use appropriate language to describe what they do well in a game and what they need help with and what they need to practice.
<p>Athletics</p>	<p>To use running, jumping and throwing in isolation and in combination. To develop flexibility, strength, technique, control and balance [for example, through athletics]. To compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p><i>Movement Skills</i></p> <ul style="list-style-type: none"> • Run over a long distance. • Link running and jumping activities with some fluency, control and consistency. • Link jumping activities with some fluency, control and consistency. • Throw a variety of objects, changing my action for accuracy and distance. <p><i>Thinking</i></p> <ul style="list-style-type: none"> • Make some suggestions on how to improve my performance and performances of others. This will vary according to the subject knowledge of each child and their confidence to verbalise feedback.

Reviewing and Communicating

- Use appropriate language to describe what they do well in a athletic activities and what they need help with and what they need to practice.
- Communicate appropriately and effectively in accordance with expectations for their age. Activity specific knowledge and terminology will vary greatly depending on children's prior experiences, such as what they have learned outside of school.
- Demonstrate a level of confidence and self-esteem to 'have a go' and not be afraid to 'fail'. This will vary according to children's age, maturity and personality and should be addressed accordingly.

Dance	<p>To perform dances using a range of movement patterns.</p> <p><i>Movement and Music Skills</i></p> <ul style="list-style-type: none"> • Work towards showing varying movement types e.g. strength, softness, power, flexibility, control, energy, etc. within one performance. • Move in time to the music demonstrating confidence with rhythm and phrasing. • Count out the phrases of 8 counts and 32 count blocks within the music on the regular beat, slow beat and quick beat correctly. <p><i>Team work, reviewing and benefit skills</i></p> <ul style="list-style-type: none"> • Alternate between working solo, with a partner and as part of a group with good synchronicity within the same performance. • Work co-operatively with a group to achieve good synchronicity in formations and when transitioning between formations. • Suggest how to improve my performance and performances of others using correct dance terminology. • Explain why keeping fit is good for health and explain what effect exercise has on the body. <p><i>Choreography Skills</i></p> <ul style="list-style-type: none"> • Create movements, movement patterns and elements of stillness to express feelings or ideas that are suggested by the music using regular beat, slow beat and quick beat. • Copy, repeat and develop more movement skills to include: travelling, turning, jumping, balance, levels and using different planes of movement. • Combine skills to develop flexibility, strength, technique, control and balance. • Create more than one sequence of movements and perform the sequences in a specific order. • Create and develop movements to communicate a character, story, mood, feeling or idea in a specific style. • Create and express imaginative ideas in a specific style. • Using more creative ways to stimulate ideas including poetry, art, history, science and using different accompaniment.
Gymnastics	<p>To develop flexibility, strength, technique, control and balance [for example, through gymnastics]</p> <p><i>Movement Skills</i></p> <ul style="list-style-type: none"> • Movements are accurate, clear and consistently controlled with improved balance, strength and flexibility. • Rolling, travelling, balancing and jumping in specific movements with control and precision and changing speed and direction including a range of shapes. • Mount, dismount and perform more complex movements on equipment safely with control and balance. <p><i>Choreography Skills</i></p> <ul style="list-style-type: none"> • Create more complex and extended sequences. • Create linking movements, movement patterns and elements of stillness to express feelings or ideas that are suggested by the music using different speeds in the music. <p><i>Team work and Reviewing</i></p> <ul style="list-style-type: none"> • Work with a partner to create, repeat and improve a sequence with at least three phases.

	<ul style="list-style-type: none"> • Make suggestions on how to improve my own performance and performances of others using correct gymnastics terminology.
Games	<p>To use throwing and catching in isolation and in combination. To play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</p> <p><i>Movement Skills</i></p> <ul style="list-style-type: none"> • Change speed and direction while travelling with a ball. • Continue to develop skipping, walking, running and jumping skills in combination. These skills will be refined through movement patterns in games activities. • Throw with control when under increased pressure. • Catch with one hand with control when under increased pressure. • Developing shooting skills into goals working on accuracy. • Know how to pass to make it difficult for an opponent to receive the ball e.g. bounce pass underarm to get past a player • Developing hitting the ball on the open side of the body-forehand and the closed side of the body-the backhand. • Develop the range and consistency of skills. <p><i>Game Play and Tactics</i></p> <ul style="list-style-type: none"> • Vary tactics and adapt skills according to what is happening. • Understand and explain rules about the games. • Participate in team games that require combining skills and varying tactics. <p><i>Reviewing and understanding Benefits</i></p> <ul style="list-style-type: none"> • Explain why keeping fit is good for health and explain what effect exercise has on the body. • Identify parts of the game that are going well and parts that need improving and know what they need to do to get better at and what to practice.
Athletics	<p>To use running, jumping and throwing in isolation and in combination. To develop flexibility, strength, technique, control and balance [for example, through athletics]. To compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p><i>Movement Skills</i></p> <ul style="list-style-type: none"> • Sprint over a short distance. • Combine running and jumping. • Jump in different ways. • Throw in different ways to hit a target. <p><i>Thinking</i></p> <ul style="list-style-type: none"> • Make some suggestions on how to improve my performance and performances of others. This will vary according to the subject knowledge of each child and their confidence to verbalise feedback.

	<p><i>Reviewing and Communicating</i></p> <ul style="list-style-type: none"> • Identify parts of the activities that are going well and parts that need improving and know what they need to get better at and what to practice. • Communicate appropriately and effectively in accordance with expectations for their age. Activity specific knowledge and terminology will vary greatly depending on children's prior experiences, such as what they have learned outside of school. • Demonstrate a level of confidence and self-esteem to 'have a go' and not be afraid to 'fail'. This will vary according to children's age, maturity and personality and should be addressed accordingly.
Swimming	<p>To swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>To use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p> <p>To perform safe self-rescue in different water-based situations.</p>

Dance	<p>To perform dances using a range of movement patterns.</p> <p><i>Movement and Music Skills</i></p> <ul style="list-style-type: none"> • Consistently demonstrating with accuracy more varying movement types e.g. strength, softness, power, flexibility, control, energy, etc. within one performance. • Move in time to the music demonstrating confidence with more complex rhythm and phrasing. • Count out the phrases of 8 counts and 32 count blocks within the music on the regular beat, slow beat and quick beat correctly and confidently. <p><i>Team work, reviewing and benefit skills</i></p> <ul style="list-style-type: none"> • Alternate between working solo, with a partner and as part of a group with good synchronicity within the same performance. • Work co-operatively with a group to achieve good synchronicity throughout the whole performance. • Suggestions on how to improve my performance and performances of others using correct dance terminology. • Explain some important safety principles when preparing for Dance. <p><i>Choreography Skills</i></p> <ul style="list-style-type: none"> • Create movements, movement patterns and elements of stillness to express feelings or ideas that are suggested by the music alternating between regular beat, slow beat and quick beat. • Create and develop new movements to include: travelling, turning, jumping, balance, levels and using different planes of movement within a specific style including dance styles from different times, places and cultures. • Combine skills to consistently demonstrate flexibility, strength, technique, control and balance. • Create more than one sequence of movements and perform the sequences in a variety of different orders. • Create and develop movements to communicate different characters, stories, moods, feelings or ideas in a specific style within one performance. • Create and develop imaginative ideas in a specific style including choosing suitable music. • Using more creative ways to stimulate ideas including poetry, art, history, science and using different accompaniment.
Gymnastics	<p>To develop flexibility, strength, technique, control and balance [for example, through gymnastics]</p> <p><i>Movement Skills</i></p> <ul style="list-style-type: none"> • Movements are accurate, clear and consistently controlled at varying speeds with improved balance, strength and flexibility. • Rolling, travelling, balancing and jumping in specific movements with control and precision. Changing speed and direction and moving seamlessly between action, balance and shapes. • Mount, dismount and perform more complex movements on equipment safely at varying speeds with control and balance. <p><i>Choreography Skills</i></p> <ul style="list-style-type: none"> • Link sequences and perform to specific timings. • Create linking movements, movement patterns and elements of stillness to express feelings or ideas that are suggested by the music alternating between different speeds in the music.

	<p><i>Team work and Reviewing</i></p> <ul style="list-style-type: none"> • Combine own work with that of more than one person or team. • Make suggestions on how to improve my own performance and performances of others using correct gymnastics terminology.
Games	<p>To use throwing and catching in isolation and in combination. To play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</p> <p><i>Movement Skills</i></p> <ul style="list-style-type: none"> • Change speed and direction with control and accuracy while travelling with a ball. • Continue to develop skipping, walking, running and jumping skills in combination. These skills will be refined through movement patterns in games activities. • Vary strength, length, height and direction of throw with accuracy. • Catch successfully and consistently when under pressure. • Linking dribbling, passing and shooting skills. • Know how to make it difficult for an opponent using speed, height and direction of ball. • Developing rallying skills using forehand and backhand with control and accuracy. • Develop the range, accuracy, precision and consistency of skills. <p><i>Game Play and Tactics</i></p> <ul style="list-style-type: none"> • Understand that when team has ball they are attacking and when they haven't they are defending and choose the best tactics for attacking and defending. • Explain complicated rules. • Participate in more complex team games and lead others in a game situation. <p><i>Reviewing and understanding Benefits</i></p> <ul style="list-style-type: none"> • Watch and evaluate the success of the game. Explain why they or others are playing well in the games. Know what they need to do to get better at and what to practice. • Explain some important safety principles when preparing for physical activity.
Athletics	<p>To use running, jumping and throwing in isolation and in combination. To develop flexibility, strength, technique, control and balance [for example, through athletics]. To compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p><i>Movement Skills</i></p> <ul style="list-style-type: none"> • Demonstrate stamina. • Use my athletics skills in different situations. • Taking off and land with power and control when jumping. • Throw with accuracy.

	<p><i>Thinking</i></p> <ul style="list-style-type: none">• Make some suggestions on how to improve my performance and performances of others. This will vary according to the subject knowledge of each child and their confidence to verbalise feedback. <p><i>Reviewing and Communicating</i></p> <ul style="list-style-type: none">• Watch and evaluate the success of the activities. Explain why they or others are doing well in the activities. Know what they need to get better at and what to practice.• Communicate appropriately and effectively in accordance with expectations for their age. Activity specific knowledge and terminology will vary greatly depending on children's prior experiences, such as what they have learned outside of school.• Demonstrate a level of confidence and self-esteem to 'have a go' and not be afraid to 'fail'. This will vary according to children's age, maturity and personality and should be addressed accordingly.
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Outdoor Education Experience	<ul style="list-style-type: none">• To take part in outdoor and adventurous activity challenges both individually and within a team
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